ANNUAL REPORT

THE STATUS OF HIGHER EDUCATION IN TENNESSEE

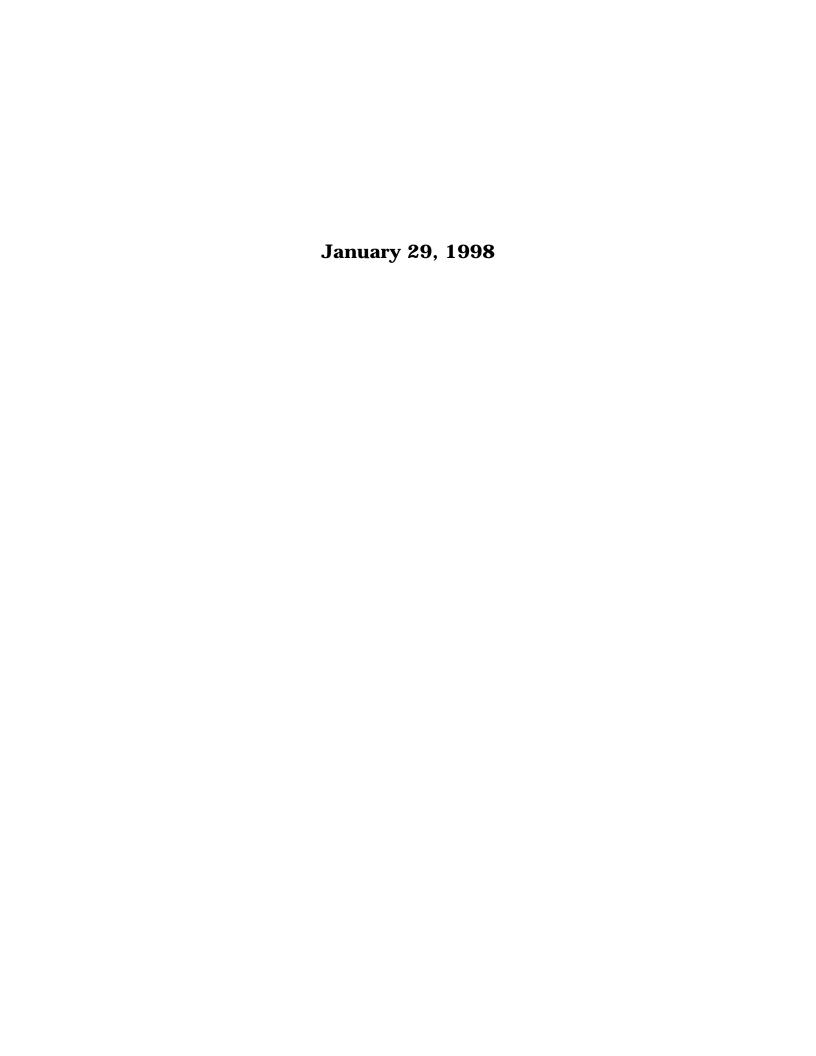
Including

The Eighth Annual Report on Progress toward the Goals of Tennessee Challenge 2000 for the State's Public Higher Education Institutions

and

The Fifth Annual Report on Contributions of the State's Independent, Regionally Accredited Higher Education Institutions

Tennessee Higher Education Commission Richard G. Rhoda, Interim Executive Director



Commission Members

A C Wharton, Jr., Memphis, Chairman

Wanda McMahan, *Knoxville*, Vice-Chairman

William R. Snodgrass, *Nashville (Ex Officio)*, Vice-Chairman

Debby Patterson Koch, Nashville, Secretary

Steve Adams, Nashville (Ex Officio)

Riley C. Darnell, Nashville (Ex Officio)

Wm. Ransom Jones. Murfreesboro

Joe E. Lancaster, Columbia

Angela Neal, Austin Peay State University (Ex Officio)

John L. Parish, Tullahoma

Skip Pond, *University of Tennessee at Chattanooga (Ex Officio)*

James M. Powers, Sr., Waverly

June Scobee Rodgers, Signal Mountain

J. V. Sailors, State Board of Education (*Ex Officio*)

Lisa Verble, Sevierville

Table of Contents

Executive Summary
Introductionv
Goal A:
Educational Attainment1
Goal B:
Quality and Performance11
Goal C:
Teacher Education
Goal D:
Research and Public Service
Goal E:
Faculty and Staff
Goal F:
Resources
Appendices 26

Executive Summary

In 1989, the Tennessee Higher Education Commission established the *Tennessee Challenge* 2000 annual report to demonstrate to the legislature and its constituency, the citizens of Tennessee, the commitment that the higher education community has to improved quality in higher education, its interest in fostering racial diversity and awareness, and its desire to be accountable to all the interested parties that surround and influence the course of higher education in Tennessee. Although the goals found in this document were formally established in 1989, they grew out of the legislative benchmarks for higher education developed in 1984. The *Tennessee Challenge* 2000 goals were not developed in a vacuum, but mirror goals that were established by the Southern Regional Education Board among its 15 member states.

The accountability measures found in *Tennessee Challenge 2000* are numerous indeed. A summary of the progress made since 1990 on specific goals contained in the report can be found on the following page. It should be noted that on virtually all of the goals originally set back in 1989, there has been <u>steady, regular improvement</u>. In addition, the recent inclusion of Tennessee's independent, regionally accredited institutions has added a greater dimension and relevance to the information contained in the report.

Through this and other assessment activities, e.g., performance funding, Tennessee continues to lead the way in developing usable accountability measures of higher education outcomes. The following list reflects significant accomplishments for 1997-98.

During the past eight years (1990-91 through 1997-98), the following progress and contributions have been made in Tennessee Higher Education:

Enrollment and Persistence

- ♦ Undergraduate enrollment in public institutions has increased by 10.3%.
- ♦ Undergraduate enrollment in independent institutions has grown by 6.5%.
- ♦ Over 90% of the total enrollment in public institutions are Tennessee residents.
- ♦ There has been a 5% increase in the number of Tennessee residents enrolled at independent institutions.
- ♦ Enrollment of undergraduate female students has grown by almost 16% in public institutions.
- ♦ Enrollment of African-Americans has increased to 15.9% of total public enrollment.
- ♦ Enrollment of African-American students in undergraduate programs in public institutions has risen to 16.5% and is above population levels of the state.
- ♦ Transfer rates of students who graduate from public two-year institutions into public universities have declined slightly to 48% of graduates.
- ❖ Transfer rates of African-American students who graduate from public two-year institutions into public universities have declined to 39.8% of African-American graduates.
- ♦ Transfers from two-year public institutions to independent colleges and universities increased 40% between 1991-92 and 1996-97.
- ♦ Graduate and professional school enrollment in public institutions has grown by 16.3%.
- ♦ Graduate and professional school enrollment in independent institutions has grown by 33.5%.
- ♦ Persistence-to-graduation rates at public universities were 44.2% for the 1991 cohort.
- ♦ Persistence-to-graduation rates at public universities of African-Americans continue to increase.
- ♦ Persistence-to-graduation rates at two-year public institutions were 22.1% for the 1991 cohort.
- ♦ Persistence-to-graduation rates at independent institutions have increased to 53.7%

Remediation

- ♦ The percentage of students needing <u>any</u> remedial or developmental coursework in all public institutions continues a steady decline. This percentage was 51.7% in 1995 and 50.0% in 1997.
- ♦ Compared to 1991, almost 2,000 fewer students needed any remediation in 1997.
- ♦ The need for <u>significant</u> remedial or developmental coursework (more than one course) by entering college freshmen in public universities has declined to 10.3%.

- ♦ Compared to 1991, almost 1,000 <u>fewer</u> public university freshmen needed <u>significant</u> remediation in 1997.
- ♦ Only 1.1% of entering freshmen in public universities who were recent high school graduates (freshmen 18 years of age or younger) took <u>any</u> remedial level coursework in Fall 1997.
- ♦ Over 26% of recent high school graduates (freshmen 18 years of age or younger) at public institutions took only developmental coursework in Fall 1997.

Quality and Performance

- ♦ ACT COMP average scores declined slightly compared to the norm; College Base average scores continue to exceed the national norm.
- ♦ On most licensure examinations, 85% or more of test takers passed.
- ♦ Approximately 97% of accreditable programs at public universities are accredited by recognized accreditation bodies.
- ♦ All accreditable programs at public two-year institutions are accredited by recognized accreditation bodies.
- ♦ Placement rates of vocational graduates at technology centers in 1996-97 were 91%.
- ♦ Placement rates of vocational graduates at two-year institutions in 1996-97 were 92%.
- ♦ Since 1992-93, expenditures on books have increased by almost 21%
- ♦ Over three-quarters of a million volumes have been added to Tennessee public institutional library collections.

Teacher Education

- ♦ There has been a 127.8% increase in African-American graduates from teacher education programs at public institutions.
- ♦ There has been an 8.0% decrease in African-American graduates from teacher education programs at independent institutions.
- ♦ Independent institutions account for 39% of the teacher education program completers while enrolling only 19% of undergraduate students.
- ♦ Over 95% of teacher education completers at public and independent institutions passed the National Teacher Examination in 1996-97.

Research and Public Service

- ♦ Research expenditures at public institutions have risen by 17.7%; at independent institutions by 25.1%.
- ♦ Public service expenditures at public institutions have increased by 43.4%; at independent institutions by 80%.

Student Assistance

- ♦ The average Tennessee Student Assistance Award at public universities was \$844 which represented 51.7% of total awards.
- ♦ For public two-year institutions, the average award was \$378 which represented 25.8% of total awards.
- ♦ For independent institutions, the average award received was \$2,148 which represented 16.7% of total awards.
- ♦ Funding for the Contract Education Program has not increased since 1991-92.

Introduction

Tennessee Challenge 2000

Responding to an Act of the General Assembly in 1989, the Tennessee Higher Education Commission developed goals for public higher education in the state for the final decade of the 20th century. The Commission determined that an annual report, titled *Tennessee Challenge 2000*, would be made to the Legislature of progress toward those goals. In the Second Session of the 97th General Assembly, an act was passed (Public Chapter 739) which expanded the *Tennessee Challenge 2000* report. Incorporated in this publication is the seventh annual report on progress toward the goals of *Tennessee Challenge 2000*.

Report on the Contributions of Independent Higher Education

In 1993, an Act of the General Assembly directed the Commission to produce a triennial study of Tennessee's independent degree-granting colleges and universities which are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The purpose of the study is to provide information to the Tennessee Higher Education Commission to assist it in incorporating the contributions of these independent higher education institutions into its statewide Master Planning efforts.

A Combined Report

After evaluation of the Act, and after discussions with representatives of the Tennessee Independent Colleges and Universities, Commission staff determined that the results of the study could be most effectively incorporated into the annual *Tennessee Challenge 2000* report. Commission staff have recommended that, although the studies will focus on a three-year cycle of research and assessment, the results should be reported annually. This will allow a continuous and uninterrupted flow of information to the Legislature, Administration, and public of the State of Tennessee concerning the accomplishments of both of these components of higher education in the state. In future reports, information relating to other sectors of postsecondary education in the state will be incorporated into the annual report.

It should be noted that data for public institutions referred to in these reports are drawn from the state's higher education data system and is carefully edited and audited. Financial data are drawn from records of the Commission and the Department of Finance and Administration. Information for independent colleges comes from several sources, including the Tennessee Independent Colleges and Universities and surveys of self-reported data. Other information is drawn from IPEDS (Integrated Postsecondary Education Data Systems) information collected by the U.S. Department of Education.

Goal A: By the year 2000, Tennessee will be among the leading Southern states in providing college education to its citizens.

Benchmarks:

1. By the year 2000, the combined headcount undergraduate enrollment of public higher education institutions in Tennessee will be over 206,000 students.

Figure 1: Undergraduate Enrollment

	1990	1991	1992	1993	1994	1995	1996	1997	% Change 1990-97
Public	154,959	163,882	170,409	171,170	168,366	169,745	171,244	170,902	10.28%
Independent	37,518	38,308	38,250	38,979	39,744	40,077	40,047	39,954	6.50%
Total	192,477	202,190	208,659	210,149	208,110	209,822	211,291	210,856	9.55%

Figure 1 presents the overall trend of undergraduate enrollment in public and independent higher education in Tennessee since 1990. These data do not include Tennessee Technology Centers enrollment which is addressed in another section of this report. Undergraduate enrollment since 1990 has increased over 10.3% at public institutions and 6.5% at independent institutions.

Figure 2: Enrollment of Tennessee Students

	1990	1991	1992	1993	1994	1995	1996		% Change 1990-97
Public	157,015	165,501	172,316	174,316	172,035	174,099	175,540	175,466	11.75%
Independent	22,340	22,764	22,643	23,613	23,936	24,214	25,536	23,467	5.04%
Total	179,355	188,265	194,959	197,929	195,971	198,313	201,076	198,933	10.92%

Figure 2 reveals the distribution of Tennessee students between public and independent institutions in the state. These figures include graduate and undergraduate enrollments. The percentage of Tennesseans enrolled in public institutions increased from 87.5% in Fall 1990 to 90.6% in Fall 1997. Of 49,214 students enrolled in independent institutions in Fall 1997, 23,467 (47.7%) were Tennessee residents. The percentage of Tennesseans enrolled in independent institutions has remained relatively stable. Of 193,527 students enrolled in public institutions in Fall 1997, 175,466 (90.6%) were Tennessee residents. This percentage has also remained relatively stable.

Figure 3: Undergraduate Enrollment by Institution Type

					-				
									% Change
Туре	1990	1991	1992	1993	1994	1995	1996	1997	1990-97
Public Universities	90,492	92,567	94,262	93,749	91,784	92,528	92,614	93,863	3.72%
Public Two-Year	64,467	71,315	76,147	77,421	76,582	77,217	78,630	77,039	19.5%
Independent	37,518	38,308	38,250	38,979	39,744	40,077	40,047	39,954	6.50%
Totals	192,477	202,190	208,659	210,149	208,110	209,822	211,291	210,856	9.55%

Figure 3 depicts the shift in enrollment between public universities and two-year institutions which has occurred since 1990. Enrollment at public two-year institutions has increased almost 20% while enrollment at public universities has only increased slightly. Independent institutions accounted for about 19% of the total undergraduate enrollment in fall 1997.

Figure 4: Undergraduate Enrollment by Gender for Public Institutions

									% Change
Gender	1990	1991	1992	1993	1994	1995	1996	1997	1990-97
Female	84,945	90,588	95,505	96,150	95,461	96,482	97,552	98,227	15.64%
Male	70,014	73,294	74,904	75,020	72,905	73,263	73,692	72,675	3.80%

Following a national trend, the rate of enrollment of female undergraduates in public institutions has increased at a faster rate than that of male students. This trend is seen in Figure 4. Female enrollment since 1990 has increased at over three times the rate of male student enrollment. In 1997, enrollment of female students has increased to 57% of the students in Tennessee public higher education institutions. The enrollment of male undergraduate students has increased only 4% since 1990.

Figure 5: Total Enrollment by Gender for Independent Institutions

									% Change
Gender	1990	1991	1992	1993	1994	1995	1996	1997	1990-97
Female	24,308	24,508	24,714	25,148	26,207	26,740	27,028	27,554	13.35%
Male	20,146	20,725	20,488	21,244	21,520	21,875	21,776	21,660	7.52%

This gender shift has not been as clear in Tennessee's independent colleges and universities. Female enrollment has been increasing at about twice the rate of male enrollment as shown in Figure 5. In 1997, enrollment of female students has increased to 56% of total enrollment.

A complete listing of enrollments in Tennessee public and independent higher education institutions in Fall 1997 can be found in Appendix A. A table depicting the trend in enrollments from 1990 to 1997 may be found in Appendix B.

2. By the year 2000, 50% of recent high school graduates will enroll in public higher education institutions in Tennessee.

One important means of improving the level of education of Tennessee's citizens is to encourage more high school graduates to attend college. Figure 6 indicates trends over the past three years in the enrollment of recent high school graduates.

The statistics found in Figure 6 are derived through indirect statistical methods. The figures are rough estimates since we do not yet have an exact means of tracing Tennessee high school graduates into college enrollment. Instead, the number of Tennessee residents 19 or younger is compared with the previous year's number of high school graduates at public institutions. At independent institutions, the number of first-time, full-time freshmen that are Tennessee residents are also compared to the previous year's high school graduates. The number of high school graduates does not include graduates of independent secondary schools and makes no adjustment for those students who enroll in out-of-state institutions. It is projected that, toward the end of the decade, administrative tracking systems being developed by the Tennessee Department of Education will allow improved linkage with the Enrollment Reporting System of the Tennessee Higher Education Commission. Estimates in past years by the Department of

Education suggest that around half of Tennessee's high school graduates enroll in a college in the fall term following their graduation. Tennessee Higher Education Commission staff estimate that 5% to 10% of these students enroll in out-of-state institutions. It is not known how many others enroll in any college in later years. This number is not inconsiderable since today's high school graduates may work for several years before pursuing further education.

While the percentages in Figure 6 are only estimates, they are adequate to establish a trend. It is estimated that about 43% of 1996-97 Tennessee high school graduates matriculate at public institutions and about 8.4% go on to attend independent institutions in the state. The percentage of high school graduates who attend a Tennessee higher education institution has increased to almost 52% of recent high school graduates.

Figure 6: Enrollment of Recent H.S. Graduates in Tennessee Colleges & Universities

		Fall		Fall		Fall		Fall		Fall 1996		Fall 1997
		1992		1993		1994		1995				
	1992	% Enroll	1993	% Enroll	1994	% Enroll	1995	% Enroll	1996	% Enroll	1997	% Enroll
H. S.	42,678		42,003		42,334		43,308		43,889		44,380	
Graduates												
Public *	17,507	41.02%	17,413	41.46%	17,181	40.58%	18,337	42.34%	18,768	42.76%	19,274	43.42%
Independent **	3,667	8.59%	3,957	9.42%	3,791	8.95%	4,162	9.61%	4,039	9.20%	3,723	8.39%
Total	21,174	49.61%	21,370	50.88%	20,972	49.53%	22,499	51.95%	22,807	51.97%	22,997	51.82%

^{*} First-time freshmen with a Tennessee permanent address who are age 19 or younger enrolled in fall semester.

3. By the year 2000, graduate and professional enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee.

Figure 7: Graduate & Professional School Enrollment

	1990	1991	1992	1993	1994	1995	1996		% Change 1990-97
Public	19,457	19,936	20,983	22,172	22,472	22,514	22,870	22,625	16.28%
Independent	6,936	6,925	7,108	7,413	7,979	8,547	8,757	9,260	33.51%

Graduate and professional school enrollment in Tennessee's public institutions, as shown in Figure 7, has increased by more than 16% since 1990. Graduate and professional school enrollment has grown by almost 34% at independent colleges and universities. Over 29% of Tennessee's graduate and professional school enrollment is at independent institutions. Appendix C of this report gives a listing by academic area of enrollments in public graduate and professional schools.

^{**} All first-time, full-time freshmen with a Tennessee permanent address enrolled in fall semester.

4. By the year 2000, headcount enrollment in the technology centers will reach 24,000¹ students per year.

Figure 8: Technology Center Enrollment

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	% Change 1992-97
Headcount	30,930	30,970	29,668	29,215	28,699	28,688	-7.25%
FTE	5,929	5,676	5,506	5,259	5,161	5,273	-11.06%

As revealed in Figure 8, both headcount and FTE enrollments in Tennessee Technology Centers have continued to decline. This decline in enrollment continues to be of concern to the Commission since the programs offered in the technology centers provide critical skills to Tennessee citizens and these skills will prove vital to the economic viability of the state as it moves into the next decade. This declining enrollment trend can be partially explained by an improved economy. As the economy improves, total enrollment tends to decline as students are attracted back into the job market. One would expect that the proposed improvements in facilities and equipment for the technology centers should increase their ability to attract students.

5. By the year 2000, enrollment of students over the age of 25 in public universities and colleges in Tennessee will increase to 50%.

Figure 9: Undergraduate Enrollment by Age Group for Public Institutions

Age									% Change
Group	1990	1991	1992	1993	1994	1995	1996	1997	1990-97
Under 25	98,357	102,695	105,148	110,450	103,305	103,559	105,739	108,230	10.04%
25 to 30	22,837	24,615	26,045	23,313	25,849	26,442	27,358	26,700	16.92%
31 to 45	28,280	30,733	32,697	31,526	32,032	31,636	30,248	28,247	-0.12%
Over 45	5,482	5,837	6,519	5,881	7,165	8,108	7,876	7,707	40.59%

Enrollment patterns in the various age groups fluctuate from year to year. Currently, approximately 37% of undergraduate students are 25 years of age and older. These enrollment patterns are controlled by various factors, not the least of which is economic climate. In times of recession, citizens in the 20 to 30 year age group are most often affected by fluctuations in employment opportunities. When the economy moves out of a recessionary period, it is this group which first returns to the work force. The strategic master plan for Tennessee higher education, *Higher Education Uniting to Serve Tennesseans*, has a number of specific goals related to improvements in partnerships with business and industry to better serve adult students and the goal of lifelong learning. Figure 9 depicts enrollment trends in four age groups from 1990 through 1997. Of particular interest is the increase in the participation of students aged 25 to 45 at public institutions since 1990.

4

¹ In the original *Tennessee Challenge 2000 goals*, the figure of 24,000 was projected as the average enrollment over four quarters. A more accurate gauge of technology center enrollment has been developed, a total unduplicated headcount of an entire year's enrollment. Based on this change, the goal has been changed to 35,000 students by the year 2000.

Figure 10: Enrollment by Age for Independent Institutions

		% of								
Age Group	1993	Total	1994	Total	1995	Total	1996	Total	1997	Total
Under 26	31,689	68.31%	35,872	75.16%	36,239	74.57%	36,383	74.55%	36,690	74.55%
26 to 29	3,297	7.11%	3,600	7.54%	3,801	7.82%	4,128	8.45%	4,234	8.60%
30 to 45	5,189	11.19%	6,328	13.26%	6,401	13.17%	6,051	12.40%	6,214	12.63%
46 and over	1,547	3.33%	1,598	3.35%	1,599	3.29%	1,463	3.00%	1,495	3.04%
Not Reported	4,670	10.07%	329	0.69%	557	1.15%	779	1.60%	581	1.18%

Enrollment patterns for independent colleges tend to give slightly more emphasis to traditional college-age (18 to 25) groups. Approximately 75% of enrollment in independent colleges and universities in the state is under the age of 26. Figure 10 shows enrollment by age group in independent institutions since Fall 1993. Due to the large number of not reported responses in 1993, caution should be used in comparing percentages from 1993 to subsequent years.

6. By the year 2000, public universities in Tennessee will graduate at least 51% of students within six years of enrollment.

Benchmark 6 and 7 both address persistence-to-graduation data and the reports on both are combined following Benchmark 7.

7. By the year 2000, two-year institutions in Tennessee will graduate at least $25\%^2$ of students within three years of enrollment.

Commission staff have done considerable research into methods of calculating persistence-to-graduation statistics for Tennessee's public institutions. In developing the statistics for this part of the report, a cohort is identified as all students enrolling as first-time, full-time, degree-seeking students in a particular fall term (this cohort also includes a small number of first-time, full-time freshmen who were enrolled in the previous summer term and returned in the fall). Graduation records for all state institutions are compared with the cohort for a six-year period. Any record of a successful completion is found and credited to the institutions which initially enrolled that student. Some examples: A student enrolling at a university or two-year institution who completes a degree at that institution is counted as a successful completion. A student enrolling at a two-year institution who transfers to a university and later receives a degree there is counted as a successful completion.

Formerly, calculation of persistence-to-graduation statistics for two-year institutions were traced only for a three-year period. This three year span is reasonable for students who enter college relatively well prepared and who are able to attend full time. However, most students in Tennessee public two-year institutions are employed and only able to attend college on a part-time basis. Over 70% of students who ultimately graduate from such schools begin as part-time students. In addition, increased admissions requirements at universities and open-door admissions policies at two-year institutions have resulted in

² Due to the change in methodology of calculating two-year college completion rates, explained in the body of the report, this goal has been reset to <u>35% of students within six years of enrollment</u>.

more students enrolling at two-year institutions who need moderate or extensive remedial or developmental coursework to prepare them for college-level work. Because of these factors, the methodology of calculating two-year college completion rates has been altered to allow for tracking students over six years after initial matriculation. It must be recognized that completion statistics are, at best, estimates of the actual rates. Large numbers of students are not included in the cohort which is traced to completion. Those ignored by current calculations include any student who first enrolls as a part-time student or any student who begins at an independent institution or an out-of-state institution and who transfers to a Tennessee public institution.

Figure 11 depicts completion statistics for public universities, two-year institutions, and independent

Figure 11: Persistence to Graduation (Percent)

	1986-92	1987-93	1988-94	1989-95	1990-96	1991-97
Public Universities	42.92%	43.28%	44.53%	46.06%	45.42%	44.19%
Public Two-Year Institutions	25.21%	26.87%	26.34%	25.34%	25.86%	22.33%
Independent Institutions		52.30%	51.30%	51.65%	51.46%	53.68%

institutions for the past six years. Public universities experienced a second year of decline in the cohort persistence rate, but this rate is still higher than the 1986 cohort. For public two year institutions, there was a sharp drop in the cohort persistence rate. Great care must be taken in interpreting graduation statistics, especially across different cohorts. It has been suggested that the reverse of these statistics can be regarded as a "drop-out" rate. That is not the case since graduation statistics are very limited in that they trace a particular cohort of students (full-time, first-time, degree-seeking) and trace them to completion. The statistics do not reflect other successful completions and/or transfers. Completion rates for independent institutions, as shown in Figure 11, have increased to almost 54% and compare favorably with national averages for such institutions. Much research has been done on factors which affect persistence-to-graduation rates. Among the most important factors are selectivity of admissions criteria, residence status of

students, accessibility of faculty by students, and increased involvement of students in campus activities. Figure 12 shows completion rates at the state's

Figure 12: Persistence at Technology Centers

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Number	4,930	4,798	4,751	4,793	4,527	4,417
Percent	52%	54%	55%	58%	59%	62%

technology centers. There has been a steady increase in their persistence rates since 1991-92. Appendix D presents detailed information by race for public universities and community colleges.

Much research has been done to determine factors which influence graduation rates and one which seems to bear very strongly on these rates is an institution's ability to retain students from their initial enrollment as freshmen into their sophomore year. Most students

Figure 13: Retention from Freshman to Sophomore Year

	Freshme	Return	
	n		
	Fall '96	Fall '97	Percentage
Public Universities	13,741	11,018	80.18%
Public Two-Year	9,021	5,448	60.39%
Totals	22,762	16,466	72.34%

who fail to graduate drop-out during the first year of college. Some of these students will return at a later date and these students are often successful at that stage. Figure 13

tracks student retention in Tennessee by identifying all full-time, first-time freshmen in Fall 1996 and identifying how many of that cohort were still enrolled in a public institution in Fall 1997. Almost three quarters of the students in the initial cohort (first-time, full-time, degree-seeking) are enrolled at a public institution one year later.

Figure 14: Degrees and Other Awards from Tennessee Institutions, 1996-97

Institution Type	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Public Universities	68	453	13,719	694	4,666	133	511	20,244
Public Two Year	1,161	5,491						6,652
Public Total	1,229	5,944	13,719	694	4,666	133	511	26,896
Independent		494	7,343	706	2,163		241	10,947
Total	1,229	6,438	21,062	1,400	6,829	133	752	37,843

Figure 14 presents the numbers of graduates in public and independent colleges in the state for 1996-97. Appendices E, F, and G give detailed listing of awards by discipline area in state universities, two-year institutions, and technology centers. The data for independent institutions was compiled from the IPEDS Completions survey. It is important to note that independent colleges and universities in the state produce a number of professional degrees. These awards include professional degrees in Theology which are not available at public institutions. Independent institutions accounted for almost 8% of associate degrees, 35% of bachelors degrees, over 50% of professional degrees, 32% of masters degrees, 32% of doctoral degrees and 29% of all degrees awarded in 1996-97.

8. By the year 2000, 75% of students completing university parallel degree programs at public community colleges will enroll in baccalaureate degree programs at state universities.

Figure 15: Transfers of Community College University Parallel Majors

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Graduates	1,087	1,346	1,440	1,616	1,817	1,868	2,075
Fall Transfers	506	679	710	776	893	918	1,005
Transfer Rate	46.55%	50.5%	49.3%	48.0%	49.1%	49.1%	48.4%

Figure 15 shows the rate of immediate transfer of community college graduates into the state universities since 1990-91. The state's twelve community colleges offer Associate of Arts and Associate of Science degrees which are intended to prepare students for transfer into university level study. These are called university parallel programs. The tracking method currently in use to measure the success of these programs follows all two-year college graduates and identifies those who enroll at a state university during the fall term following their graduation. It must be recognized that a percentage of students in university parallel programs do not immediately enroll at a university following their graduation from a two-year college. Another complicating factor is that some students who graduate from applied science degree programs may decide after graduation that they wish to pursue a baccalaureate degree program. Another fact to be considered is that some students transfer without completing the two-year college program and receiving an

associate degree. As shown in Figure 15, there has been slight increase in the transfer rate of students who took advantage of the university parallel program since 1990.

Figure 16: Transfers to Public Universities

	Fall	% Change							
	1990	1991	1992	1993	1994	1995	1996	1997	1990-97
From Public 2-year Institutions	2,406	2,627	3,074	3,463	3,390	3,597	3,598	3,850	60.02%
From other Public Universities	1,303	1,346	1,296	1,361	1,302	1,746	1,192	1,147	-11.97%
From Independent Institutions	957	815	984	776	766	768	724	687	-28.21%
From Out-of-State Institutions	3,249	3,807	3,486	3,648	3,729	3,383	3,695	3,455	6.01%
Totals	7,915	8,595	8,840	9,248	9,187	9,494	9,209	9,139	15.46%

The present generation of college students is far more mobile than were previous generations. It is not unusual for a student to attend two or more institutions before receiving a degree. The pattern of transfers is often pictured as occurring in only one direction, from two-year institutions to universities. However, it is increasingly common for students to transfer from a university to a two-year institution, often transferring back to the originating university or another institution at a later date. There are also other patterns of transfer involving transfers between universities, transfers between two-year institutions, transfers between public and independent colleges, and out-of-state transfers. In any given fall term, between 10% and 15% of students who enroll in a Tennessee public institution were enrolled in another institution the previous year. Figure 16 shows the patterns of transfers to the state's public universities. In 1997, 10% of the total undergraduate enrollment at public universities were transfer students. There has been a 60% increase in transfers from public two year institutions and a 28% decrease in transfers from Tennessee independent institutions since Fall 1990.

Figure 17: Transfers to Public Two-Year Institutions

	Fall	% Change							
	1990	1991	1992	1993	1994	1995	1996	1997	1990-97
From Public Universities	2,203	2,282	2,286	2,780	2,473	2,166	2,146	1,914	-13.12%
From other 2-year institutions	931	1,003	930	1,207	1,151	1,315	1,364	1,463	57.14%
From Independent Institutions	693	690	661	769	723	648	643	596	-14.00%
From Out-of-State Institutions	2,127	2,202	2,346	2,830	2,432	2,526	2,478	2,298	8.04%
Totals	5,954	6,177	6,223	7,586	6,779	6,655	6,631	6,271	5.32%

Figure 17 shows the patterns of transfers to public two-year institutions. Transfer students make up 8.1% of total enrollment. It is also significant that, in relation to total enrollment, almost as many students transfer from a university to a two-year institution as from a two-year institution to a university. Both types of institutions accept a number of out-of-state transfer students each year. In all public institutions, out-of-state transfer students make up just over 37% of the total transfer enrollment. There has been over a 57% increase in transfers among public two year institutions and over an 8% increase in transfers from out-of-state institutions to public two year institutions since Fall 1990.

Figure 18: Transfers Between Independent and Public Two-Year Institutions

							% Change
	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1991-97
From Independent to 2-year	661	769	723	648	643	596	-14.00%
	4 0 40	4 000	4 0 5 5	4 450	4 505	4 740	40.040/

There is also considerable transfer activity between the independent sector and public two-year institutions. Figure 18 shows that activity since 1991-92. In this period, transfers from two-year public institutions to independent institutions increased over 40%. Transfers from independent to two-year public institutions decreased during the same time period. Appendices H and I provide more detailed information on the transfer activity for Fall 1997 for public institutions.

9. By the year 2000, the racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education.

Figure 19: Undergraduate Enrollment by Race for Public Institutions

									% Change
Race	1990	1991	1992	1993	1994	1995	1996	1997	1990-97
Black	21,881	24,280	25,936	26,498	26,646	26,887	27,884	28,240	29.06%
White	129,400	135,536	139,884	139,873	136,779	136,264	137,313	136,162	52.26%
Other *	3,678	4,066	4,588	4,799	4,941	6,594	6,047	6,500	18.68%

^{*} Includes Asian, American Indian, Alaskan Native, Hispanic, and students who did not report a race.

Enrollment of African-Americans in public institutions continues to increase. In 1997, there were 28,240 African-Americans enrolled as undergraduates and 2,450 enrolled as graduate or professional students. Figure 19 shows the undergraduate enrollment patterns by race since 1990. It can be seen that the percentage of African-American undergraduate students has risen from 14.1% in 1990 to 16.5% in Fall 1997. During that same period, the enrollment of White students has declined from 83.5% in 1990 to 79.7% in 1997.

Figure 20: Graduate & Professional School Enrollment by Race for Public Institutions

									% Change
Race	1990	1991	1992	1993	1994	1995	1996	1997	1990-97
Black	1,560	1,589	1,751	1,926	2,117	2,197	2,324	2,450	57.05%
White	16,460	16,734	17,556	18,442	18,571	18,499	18,734	18,334	11.39%
Other *	1,437	1,613	1,676	1,804	1,784	1,818	1,812	1,814	26.24%

^{*} Includes Asian, American Indian, Alaskan Native, Hispanic, and students who did not report a race.

Figure 20 indicates the growth in graduate and professional school enrollment since 1990 by race at public institutions. Enrollment of African-American students in these schools has increased from 8.0% in 1990 to 10.8% in 1997. Enrollment of White students has declined slightly, from 84.6% in 1990 to 81.0% in 1997. Other race enrollment (primarily Asian and Hispanic) has remained relatively steady at public institutions; less than 4% of undergraduate and around 8% of graduate and professional enrollment. Appendix J contains an analysis of African-American enrollment in public institutions since 1990.

Figure 21: Total Enrollment by Race for Independent Institutions

Race	1990	1991	1992	1993	1994	1995	1996	1997*	% Change 1990-97
Black	6,668	6,607	6,507	6,736	6,701	6,434	6,181	5,874	-11.91%
White	35,120	35,663	35,398	36,163	36,959	37,630	37,982	38,552	9.77%
Other **	3,007	2,945	3,297	3,493	4,067	4,533	4,641	4,788	59.23%

^{*} Excludes Knoxville College.

Enrollment of African-American students in the independent sector is comparable to that of public institutions. Almost 12% of total Fall 1997 enrollment in independent institutions is African-American. A fairly high proportion of that enrollment is in five historically Black institutions. In 1997, African-American enrollment figures reflect the exclusion of Knoxville College, a historically black institution. Figure 21 shows a history of enrollment by race in independent institutions since Fall 1990.

Figure 22: Technology Center Enrollment by Race

							% Change
Race	1992	1993	1994	1995	1996	1997	1992-1997
Black	3,155	3,139	3,091	3,231	3,104	3,421	8.43%
White	27,448	27,446	26,154	25,564	25,160	24,761	-9.79%
Other	327	385	423	420	435	506	54.74%

Enrollment of African-American students in the technology centers, as shown in Figure 22, has increased over 8% from 1992 to 1997. Enrollment of other race students which include Asian, American Indian, Hispanic, and students who did not report a race have increased over 50% since 1992.

10.By the year 2000, rates of persistence to graduation will be the same for Blacks as for other racial groups.

Figure 23: Persistence to Graduation by Race (Public Institutions)

		1986-92	1987-93	1988-94	1989-95	1990-96	1991-97	% Change
Universities	Black	27.80%	30.47%	31.42%	31.97%	34.68%	34.59%	6.79%
	White	45.96%	45.61%	47.39%	48.99%	47.61%	46.34%	0.38%
		1986-92	1987-93	1988-94	1989-95	1990-96	1991-97	% Change
Two Year	Black	1986-92 9.96%		1988-94 13.74%				· · · · · · · · · · · · · · · · · · ·

Figure 23 shows the persistence rates for six different cohorts starting with the 1986 cohort. The university persistence rate for African-American students has increased 6.8% since the 1986 cohort. At two year institutions, there was a 1.2% increase in African-American students persistence compared to 1986. It is important to note that the persistence rate of African-American students has grown at more than three times the rate of White persistence. White student persistence has remained relatively constant since the 1986 cohort with the two year institutions experiencing a decline in recent years.

^{**} Includes Asian, American Indian, Hispanic, foreign-born and students who did not report a race.

Goal B: By the year 2000, Tennessee will be a national leader in improving the quality of instructional programs and demonstrating this improvement through statewide and institutional assessment.

Benchmarks:

1. By the year 2000, the average ACT COMP scores of graduates of Tennessee's public universities will average 188.5.

Figure 24: General Education Outcomes Averages

		1990-92	1993	1994	1995	1996	1997
ACT COMP	Tennessee	182.2	181.8	183.1	181.6	180.8	180.4
	Norm Group	183.1	180.1	180.1	180.1	181.9	181.9
COLLEGE BASE	Tennessee		306.4	308.0	310.3	309.4	309.3
	Norm Group	ł	304.7	300.0	304.0	306.0	305.0

Figure 24 shows the general education outcome scores compared to the norm group for the two approved tests: ACT COMP (American College Testing College Outcomes Measures Program) and College Base (published by Riverside Publishing Company) since 1990. In 1997, there was a slight decline in general education outcomes compared to the norm group. For the College Base examinations, Tennessee institutions continue to be above the norm group. Appendix K provides scores for each institution on the ACT COMP or College Base for the past three years.

Additional reports that are related to this goal are presented in the appendices. They are:

Appendix L - A report of the percentages of students accepted into institutions from those who applied for admission and percentages of students enrolling who were regularly admitted as well as those admitted under alternative methods. In Fall 1997, Tennessee's public universities accepted a higher percentage of students from those who applied for admission than they did in 1996. In Fall 1996, 25,645 (71.1%) were accepted from the 36,073 who applied. In Fall 1997, 27,360 (72.3%) were accepted from the 37,818 who applied for admission. Alternative admissions were slightly lower compared to 1996. In Fall 1996, 1,170 students (4.6%) were accepted through alternative means. In Fall 1997, 1,197 (4.4%) were accepted through this method.

Appendix M - Average entering ACT scores for each institution. These scores are taken from ACT reports and reflect the average entering score for all students who took the ACT Examination and who were accepted by the institution in Fall 1997.

Appendix N - Numbers and percentages of students enrolled in remedial and developmental courses. Reports on remedial and developmental coursework can sometimes be subject to misinterpretation since they do not separate the student who merely needs one course, perhaps a writing course or a refresher math course, from the student who needs significant course work in order to be fully ready to begin college work. In the three rightmost columns of Appendix N an attempt is made to look only at students who need significant help; that is, who are taking more than one remedial or developmental course. Other columns in Appendix N also contain relevant information. The total number of students enrolled in remedial or development coursework from 1995 through 1997 are found in the fifth, sixth, and seventh columns of the chart. In all institutions, the total percentage of students enrolled in any amount of remedial or developmental coursework has declined from 51.7% in 1995 to 50.0% in 1997. Since 1990, the percentage of students needed significant remedial or developmental coursework has declined over 7%. This percentage means that almost 2,000 fewer first-time freshmen enrolled in remedial or development coursework in Fall 1997 compared to Fall 1990.

Appendix O shows the need for remedial or developmental coursework of students 18 years of age or younger. These are students who graduated only three months before matriculation into college. Figure 25 is a summary of data in Appendix O. It should

Figure 25: Need for Remedial or Developmental Coursework of 1997 High School Graduates

	Taking No R&D	Taking Only Developmenta I	Taking Only Remedial	•
Universities	74.58%	22.00%	1.11%	2.31%
Two-Year Institutions	37.45%	36.45%	5.90%	20.20%
All Levels	61.98%	26.91%	2.73%	8.38%

be noted that almost three-quarters of recent high school graduates needed \underline{no} remedial or developmental coursework. In all institutions, less than 3 percent of students were taking only remedial coursework, 26.9% were taking only developmental coursework and 8.4% were taking a mix of remedial/developmental courses.

2. By the year 2000, passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.

Figure 26 includes national licensure examination pass rates for 1995 through 1997 at public universities. The percentages shown in this figure are weighted averages of the information found in Appendix P. It should be noted that the cut-off scores for these examinations can change over time as well as the test content and/or which makes structure comparisons across years difficult. In most cases, at least 85% of test takers these national passed examinations. Passing these exams is required for practicing in these professions. National norms

Figure 26: National Licensure Examinations Pass Rates

	19	95	19	96	19	97
Licensure Exam	Number	Percent	Number	Percent	Number	Percen t
Medical Technology	34	87.9%	27	96.1%	34	87.8%
Dental Hygenie	59	96.8%	46	95.5%	62	95.1%
Engineering	610	66.9%	496	70.0%	615	77.4%
Nursing	647	90.9%	516	91.8%	508	91.0%
Law *	238	84.8%	262	85.8%	-	
Dentistry	77	95.4%	64	95.3%	81	99.0%
Pharmacy	65	100.0%	65	98.5%	68	98.5%
Physical Therapy	89	98.9%	82	88.7%	88	97.7%
Medical, Step I	213	92.0%	219	93.1%	223	94.6%
Medical, Step II	203	92.9%	208	92.9%	206	97.3%
Medical, Step III	138	97.1%	177	92.8%	190	97.3%

^{*} Due to changes in testing agency procedures, complete scores for 1997 are not available.

for many of these tests are no longer being published.

3. By the year 2000, 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities. (See Goal A, Benchmark 8 for data concerning transfer rates.)

4. By the year 2000, rates of transfer from public community colleges to state universities in Tennessee will be the same for Blacks as for other racial groups.

Figure 27: Transfer Rates by Race-University Parallel Majors-Community Colleges

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Black Only						•	
Graduates	90	120	137	161	193	229	256
Fall Transfers	26	56	65	56	81	104	102
Transfer Rate	28.89%	46.67%	47.45%	34.78%	41.97%	45.41%	39.84%
Total							
Population							
Graduates	1,087	1,346	1,440	1,616	1,817	1,868	2,075
Eall Transford	EOG	670	710	776	രവാ	010	1 005

Figure 27 reveals transfer rates for African-American students who took advantage of the university parallel program and transfer rates for the total population of students who took advantage of this program. In 1990-91, only 26 African-American graduates of two-year institutions' university parallel programs transferred to universities. These 26 students represented only 29% of two-year college graduates who subsequently transferred. In 1997, 102 students representing 39.8% of African-American graduates transferred from university parallel programs.

5. By the year 2000, a Superior Teaching Program will be fully funded and implemented across the state.

See Goal F, Student Financial Aid section for details of the types of award programs that are available to future teachers at public and independent institutions.

6. By the year 2000, cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs.

Figure 28: Expenditures on Books

						% Change
	1992-93	1993-94	1994-95	1995-96	1996-97	1992-1997
Volumes Added	159,849	147,047	143,057	163,020	147,003	-8.04%
Expenditures on Books (X 1000)	\$7,077	\$6,863	\$8,108	\$7,584	\$8,599	21.51%

A very important indicator of an institution's commitment to currency in its library collection is the number of volumes purchased in a given year. Figure 28 compares the number of volumes added to collections in 1992-93 with those added during the past years in all public colleges and universities in the state. Volumes added have declined in 1996-97 while expenditures increased over 1995-96.

Other Benchmarks of Quality

One important area is the accreditation of academic and professional programs. Figure 29 reports the status of accreditation of specialized programs in public institutions. Appendices Q and R list accreditation by discipline for all

Figure 29: Accreditation

	Accreditable	Accredite	%
		d	Accredited
Universities	379	367	96.83%
Two-Year Institutions	79	79	100.00%

public higher education institutions. All specialized programs at two year institutions are accredited; 97% of these programs are accredited at public universities.

Job placement rates for vocational programs at Tennessee's two-year colleges and technology centers may be found in Appendix S. Two year institutions had a 92% placement rate for 1996-97. Technology Centers had a 91% placement rate for 1996-97.

Legislation requires that this report present the numbers of students enrolled at correctional institutions. In Fall 1997, there were 121 students enrolled at sites identified as correctional institutions. This number represents less than one-half of one percent of the total enrollment. It cannot be said with assurance that all these students are inmates since guards and other correctional employees may also enroll in these courses.

Appendix T contains the results of the enrolled student survey by category. Each category is composed of a number of survey questions covering six areas: satisfaction, involvement, personal development, learning, instruction and advising in the major, and the curriculum in the major. These results show the average score, the difference between the average score of students surveyed in 1995 and 1997, and the university and two year norms for each category. This data is reported every other year. The norm score in each category was higher for 1997 students compared to 1995 students.

Goal C: By the year 2000, Tennessee's colleges and universities will be among the nation's leading institutions in preparing graduates with the knowledge and skills essential for effective teaching.

Benchmarks:

1. By the year 2000, 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number, 396 (22%) will be Black.

Figure 31: Teacher Education Completers

									% Change
		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1990-97
Public	Total	1,379	1,799	1,571	1,448	1,356	1,571	1,605	16.39%
	Black	54	61	78	79	79	123	123	127.78%
Independent	Total	883	891	846	746	816	861	1,007	14.04%
	Black	37	43	36	39	48	37	34	-8.10%
Total	Total	2,262	2,690	2,417	2,194	2,172	2,432	2,612	15.47%
	Black	91	104	114	118	127	160	157	72.53%

Figure 31 is a report on teacher education completers since 1990-91. This table does not include persons seeking graduate degrees but does include all baccalaureate program completers and those completing teacher education requirements who already possess a degree. At public institutions, there has been a 16.4% increase in the number of completers compared to 1990-91. African-American completers has increased substantially since 1990-91 at public institutions. At independent institutions, there has been a slight decline in the number of completers and little change in African-American completions. Approximately 39% of teacher education program completers were from independent institutions.

2. By the year 2000, 95% of teacher education graduates in Tennessee's public universities will pass the NTE or an equivalent examination.

Figure 32: National Teacher Exam (NTE) Pass Rate

		1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Public	No. Passed	1,640	1,486	1,668	1,676	1,608	1,521	1,727	1,704
	% Passing	96.59%	94.68%	87.61%	91.99%	94.81%	95.17%	95.68%	98.38%
Independent	No. Passed	742	855	912	841	798	780	879	907
	% Passing	89.83%	96.84%	87.17%	92.93%	95.11%	93.08%	95.11%	95.47%

Note: pass rate declined in 91-92 due to changes in cut-off scores.

Figure 32 contains statistics concerning pass rates on the National Teacher Exam. The apparent drop in pass rates from 1990-91 to 1991-92 is due to changes in state policy which raised the cut-off scores for passing the exam. A total of 2,606 students successfully completed the NTE examinations in 1996-97.

Goal D: By the year 2000, Tennessee will have improved both the quality and quantity of research and public service so that the state is recognized for its superior research and service activities.

Benchmarks:

1. Expenditures on research at universities from restricted accounts will reach \$230,000,000 by the year 2000.

Figure 33: Research Expenditures at Public Universities

							% Change
	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1992-1997
Expenditures (X 1000)	\$100,403	\$111,455	\$117,770	\$114,635	\$116,494	\$118,220	17.74%
Adjusted for Inflation *	\$100,403	\$108,947	\$113,894	\$107,430	\$106,475	\$104,364	3.94%

^{*} Adjusted to reflect 1992 constant dollars.

Figure 33 contains data showing growth in research expenditures at public universities. The increase in 1996-97 over 1991-92 was almost 18%. These expenditures are from grants and other private sources and do <u>not</u> include money from state appropriations for higher education. However, it should be noted that, after adjusting for inflation, there has declined slightly for the second year in a row compared to 1994-95.

2. Expenditures on public service at universities from restricted accounts will reach \$43,000,000 by the year 2000.

Figure 34: Public Service Expenditures

							% Change
	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1992-1997
Expenditures (X 1000)	\$32,200	\$38,539	\$40,112	\$43,884	\$47,115	\$46,174	43.40%
Adjusted for Inflation *	\$32,200	\$37,672	\$38,792	\$41,126	\$43,064	\$40,762	26.59%

^{*} Adjusted to reflect 1992 constant dollars.

Figure 34 shows the growth in public service expenditures. The growth of spending from 1991-92 to 1996-97 has exceeded that of research spending. These expenditures are from grants and other private sources and do <u>not</u> include money from state appropriations for higher education. It should be noted that, after adjusting for inflation, there has been a slight decline in public service expenditures in 1996-97 compared to 1994-95.

Figure 35: Research and Public Service Expenditures, Independent Institutions

Expenditures (X	1991-92	1992-93	1993-94	1994-95		% Change 1992-1996
1000) Research	\$78.968	\$85.063	\$93.793	\$95.369	\$98.759	25.06%
Public Service	\$57,927	\$65,468	¥ ,	+ ,	\$104,259	

Tennessee's independent colleges and universities play an important part in research and public service. Figure 35 depicts expenditures for research and public service for all independent institutions since 1991-92. As in the public sector, growth of spending in public service has exceeded that of research spending. The expenditure of research and public service efforts are not evenly distributed across all institutions in the independent

sector; the bulk of the expenditures occur at three institutions: Vanderbilt University, Meharry Medical College, and Southern College of Optometry.

Goal E: By the year 2000, Tennessee's higher education institutions will be able to compete for the very best faculty and staff.

Benchmarks:

1. By the year 2000, faculty salaries at Tennessee public institutions will be above those of their peers in other states.

Figure 36 gives 1996-97 salary comparisons with peer institutions.

The composition of peer groups underwent a major review and revision in 1994. In this review, 10 peer institutions were selected for these four groups/institutions based on a number of objective criteria. Peer

,	•		
	Average	Peer	% of
	Salary	Average	Peer
University of Tennessee, Knoxville	\$56,866	\$58,878	96.58%
University of Memphis	\$49,981	\$53,575	93.29%
All Other Universities	\$45,968	\$45,973	99.98%

\$35.793

\$36,747

97.40%

Figure 36: 1996-97 Salary Comparisons

institutions were limited to the 15 member states of the Southern Regional Education Board (SREB). For 1996-97, average salaries of Tennessee public institutions are below their peers.

Figure 37: Percentage Comparisons

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
University of Tennessee,	90.10%	94.90%	93.82%	98.73%	95.48%	96.58%
Knoxville						
University of Memphis	94.30%	96.44%	92.48%	100.83%	93.18%	93.29%
All Other Universities	95.80%	100.97%	95.58%	106.27%	100.07%	99.98%
All Two-Year Institutions	98.50%	98.88%	99.39%	105.55%	96.69%	97.40%

Figure 37 shows percentage comparisons in faculty salaries since 1991-92. Caution should be exercised in comparing percentages across years due to the changes in the makeup of the peer group composite. Since 1994, salary averages have been based on the peer groups recommended by the Formula Task Force and adopted by the Tennessee Higher Education Commission.

Goal F: By the year 2000, Tennessee's higher education institutions will have garnered sufficient resources to achieve the high quality and access envisioned in the goals of *Tennessee Challenge 2000*.

Benchmarks:

1. By the year 2000, Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received.

Figure 38: State Appropriations for Higher Education

1990-91	1991-92	1991-92 1992-93		1994-95	1995-96	1996-97
\$709,434,000	\$676,442,900	\$758,406,200	\$825,932,300	\$880,032,200	\$904,276,979	\$906,661,100

Tennessee's public higher education institutions have always worked assiduously to merit the confidence placed in them by the citizens of Tennessee and their elected representatives. An example of Tennessee's commitment to higher education can be found by examining the changing state appropriation for higher education. Figure 38 is based on the latest available data from the Department of Finance and Administration. Tennessee's General Assembly continues to support higher education. In a national study, Tennessee was found to be second in the nation in the percentage increase in state spending for higher education over the years 1991 and 1992.

Financial Health of Independent Colleges and Universities

The financial health of independent colleges and universities is critical to these institutions' continued contributions to higher education in Tennessee. Figure 40 presents four key financial ratios that are used to evaluate the financial health of higher education institutions. The first of these, the net revenue ratio, is calculated by subtracting the total current expenditures from the total current fund revenues and dividing

Figure 39: Key Financial Ratios, Independent Colleges

	Net	Tuition & Fees	Gifts and	Instructional
	Revenue	Contribution	Grants	Cost
Year	Ratio	Ratio	Ratio	Ratio
1986-87	1.45%	44.33%	17.18%	30.95%
1987-88	-0.02%	44.95%	15.48%	29.63%
1988-89	2.19%	45.38%	14.80%	28.73%
1989-90	0.15%	45.52%	13.53%	33.11%
1990-91	1.79%	46.17%	13.25%	32.90%
1991-92	1.84%	45.50%	13.17%	33.57%
1992-93	1.07%	46.33%	12.81%	31.75%
1993-94	-0.22%	47.14%	12.05%	32.65%
1994-95	0.76%	48.26%	12.50%	33.34%
1995-96	6.84%	46.62%	11.47%	32.65%

the result by the total current expenditures. A positive ratio of one to three percent over a three to five year trend line indicates a strong financial condition. This ratio has hovered around 1 percent until 1995-96 when there was a large increase in the ratio.

The second ratio, tuition and fees contribution, is calculated by dividing total tuition and fee revenue by total educational and general expenditures. Ideally, this ratio should decline over the long term as gifts and endowment are developed to contribute to educational and general expenditures. A dramatic rise in this index might signal an overreliance on tuition revenue to support the institution. Most liberal arts colleges with small

endowments maintain a ratio of between 70 and 80 percent on this index. There has been a decline in this ratio in 1995-96.

The third ratio, gifts and grants, results from dividing the revenue from private gifts and grants by total educational and general expenditures. Most liberal arts colleges with small endowments range between 10% and 15% on this index. Falling below 10% is a sign of an over-dependency on tuition revenue. The decline in the gifts and grants' ratio in Tennessee is reflective of a decrease in support from private sources at many independent institutions over the last six years. It is likely that this decrease was a result of the downturn in the economy in earlier years. In more recent times, the downturn is reflective of the increasing competition for private gifts and grants from a variety of sources.

The fourth ratio, instructional cost, is calculated by dividing the direct expenditures for instruction by total educational and general expenditures. This index reflects an institution's ability to maintain academic quality through its shifting of resources to support the instructional program over a given time period. This should be a relatively stable index. Colleges seeking to strengthen their academic quality should be increasing their instructional cost ratio as time passes. Most liberal arts colleges with small endowments maintain a ratio on this index of 30% to 40%. In Tennessee, more campus resources have been shifted to faculty salaries and instructional materials to continue the institutions' emphasis on teaching. This ratio declined in 1995-96.

A chart detailing the figures used in these calculations is found in Appendix U.

Declared Enrollment Capacity of Independent Institutions

A survey of independent institutions conducted by the Tennessee Independent Colleges and Universities in Fall 1997 requested campus administrators to estimate their enrollment capacity. The resulting composite figure was 51,178 FTE. Since the total FTE enrollment of independent institutions in Fall 1997 was 44,912, the resulting difference is 6,266 students. A complete listing of the institutional estimates and the supporting data is found in Appendix V. At some institutions, the declared capacity would result in doubling the student-to-faculty ratio and in others the declared capacity would result in a dramatic reduction in the ratio of students to available instructional space.

Of the independent institutions' 24,818 spaces in residence halls available in Fall 1997, 21,665 were in use. This left 3,153 spaces vacant, a vacancy rate of 12.70%.

Student Financial Aid

<u>Tennessee Student Assistance Award Program</u> - Figure 40 is an analysis of the distribution of funds (\$18,652,127) under the Tennessee Student Assistance Award for 1996-97.

Figure 40: Tennessee Student Assistance Awards, 1996-97*

Category of Institutions	Fall 1996 Undergraduat e Enrollment		% Receiving Awards	% of Total	Total Amount of Awards	% of Total	
Independent Institutions	40,047	3,347	8.36%	16.67%	\$7,123,761	38.20%	\$2,148
Public Two-Year	78,630	5,183	6.59%	25.83%	1,959,775	10.50%	378
Public four-year	92,614	10,369	11.20%	51.66%	8,753,852	46.94%	844
Technology Centers		433		2.15%	41,943	0.22%	97
Other		737		3.69%	772,796	4.14%	1.049
Totals	211,291	20,069		100.00%	\$18,652,127	100.00%	\$929

^{*} As of 11/15/97.

On May 31, 1993, Governor McWherter signed a bill of the General Assembly titled "The Tennessee Student Assistance Awards Restoration Act." The stated purpose of this act was "to restore the value of the Tennessee Student Assistance Award maximum grant to approximate its value in 1981 constant dollars, and to provide financially needy students enrolled at Tennessee independent colleges and universities with a state grant of sufficient size to reduce the impact of institutional price on their higher education enrollment decision." The Act linked the maximum award under TSAA to 50% of the average amount of out-of-state tuition and fees charged by public four year institutions. In May 1996, the General Assembly appropriated \$2.75 million for this purpose in 1996-97. Figure 41 is a study of trends since 1990 in the distribution of TSAA funds. The number of awards for independent institutions in 1996-97 was 3,347. This accounted for 16.7% of the total number of awards. Reference to Figure 40 will show that independent institutions enrolled approximately 19% of total undergraduates in higher education institutions within the state in Fall 1996. Public universities have also experienced a decline in the percentage of the number of awards since 1990-91. Increases in awards have been experienced by public two-year institutions and technology centers. Of particular concern is the decline in the percentage of TSAA recipients at independent institutions since 1990-91.

Figure 41: Tennessee Student Assistance Awards, 1990-91 to 1996-97

		Percentage of Numbers of Awards						
Category of Institutions	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1990-1997
Independent Institutions	19.1%	18.2%	18.0%	17.5%	16.4%	16.6%	16.7%	-2.4%
Public Two Year	19.0%	21.2%	22.1%	24.1%	26.7%	25.6%	25.8%	6.8%
Public Four-Year	53.4%	55.1%	54.8%	54.4%	52.2%	52.8%	51.7%	-1.7%
Technology Centers	1.5%	1.3%	1.2%	1.2%	1.6%	2.0%	2.2%	0.7%
Other	7.2%	4.2%	3.9%	2.9%	3.1%	3.0%	3.7%	-3.5%

		Perce	ntage of I	Dollar Amo	ount of Aw	/ards		% Change
Category of Institutions	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1990-1997
Independent Institutions	33.2%	33.5%	31.7%	35.9%	38.6%	36.8%	38.2%	5.0%
Public Two Year	8.4%	9.2%	9.9%	10.0%	10.9%	10.7%	10.5%	2.1%
Public Four-Year	47.8%	50.9%	53.0%	50.3%	46.7%	48.7%	46.9%	-0.9%
Technology Centers	0.2%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.0%
Other	10.4%	6.3%	5.4%	3.7%	3.7%	3.6%	4.1%	-6.3%

Ned McWherter Scholars Program - This program encourages academically talented Tennessee high school graduates to attend college in Tennessee. Applicants for the scholarships must have at least a 3.5 cumulative grade point average and be in the top 5% of scores on national college entrance tests. The total award is \$6,000 per year for 1996-97. Of this amount, half comes from state funds and half from the institution that enrolls the student. The student must attend college full-time and maintain a 3.2 cumulative grade point average to remain eligible for the award. Figure 42 shows the institutions in which

Figure 42: Ned McWherter Scholars Program* (Total of 198 recipients in 1996-97)

	Number of		Number of
Institution		Institution	Students
Austin Peay State University	3	Rhodes College	12
Belmont University	2	Tennessee Technological University	19
Bryan College	1	Union University	3
Carson-Newman College	2	University of Memphis	5
Christian Brothers University	3	University of the South	1
David Lipscomb University	3	University of Tennessee, Chattanooga	5
East Tennessee State University	3	University of Tennessee, Knoxville	84
Maryville College	2	University of Tennessee, Martin	3
Middle Tennessee State	4	Vanderbilt University	42

recipients of the grants were enrolled in 1996-97. Approximately 36% of these awards went to students enrolled in independent institutions.

Tennessee Teacher Loan/Scholarship Program - The Teacher Loan/Scholarship Program was authorized by the Comprehensive Education Reform Act of 1984 to encourage outstanding students to enter the teaching profession and to allow existing teachers to retrain in an academic area in which there was a shortage of teachers. Until the 1995-96 academic year, these forgivable loans were available to Tennessee residents who agreed to teach in the Tennessee public K-12 schools upon graduation. This program is now in phase out, and is currently available only to prior recipients of the awards. Figure 43 shows the institutions in which these prospective teachers were enrolled in 1996-97.

Figure 43: Tennessee Teacher Loan/Scholarship Program (Total of 79 recipients in 1996-97)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	2	Milligan College	1
Belmont University	3	Tennessee State University	1
Bryan College	1	Tennessee Technological University	9
Carson-Newman College	3	Tennessee Wesleyan College	1
Cumberland University	2	Trevecca Nazarene University	1
David Lipscomb University	3	Tusculum College	1
East Tennessee State University	2	Union University	7
King College	1	University of Memphis	5
Lincoln Memorial University	1	Univ. of Tennessee, Chattanooga	3
Martin Methodist College	1	Univ. of Tennessee, Knoxville	13
Maryville College	3	Univ. of Tennessee, Martin	5
Middle Tennessee State University	10	Vanderbilt University	9

Approximately 33% of these students were enrolled in independent institutions. Awards for the 1996-97 academic year totaled \$159,384 for 79 renewal applicants.

Minority Teaching Fellows Program - This program was established to encourage talented minority Tennesseans to select teaching as a career choice. The award is \$5,000 per year for 1995-96 and a maximum of \$20,000 over 4 years. Recipients incur an obligation to teach in a Tennessee public school one year for each year of the award. Figure 44 shows the institutions in which these prospective teachers were enrolled in 1996-97. Approximately 13% of these students were enrolled in independent institutions.

Figure 44: Tennessee Minority Teaching Fellows Program (Total of 97 recipients in 1996-97)

1990-91)			
	Number of		Number of
Institution	Students	Institution	Students
Austin Peay State University	6	Middle Tennessee State University	13
Carson-Newman College	1	Tennessee State University	15
Christian Brothers University	4	Tusculum College	1
Crichton College	1	Union University	1
East Tennessee State University	3	University of Memphis	14
Jackson State Comm. College	1	University of the South	1
Lambuth University	1	University of Tennessee,	9
		Chattanooga	
Lee College	1	University of Tennessee, Knoxville	12
LeMoyne-Owen College	2	University of Tennessee, Martin	11

Teacher Loan Program for Disadvantaged Areas of Tennessee - This program was authorized by the Tennessee General Assembly as an incentive for outstanding students to enter teaching. Until the 1995-96 academic year, these forgivable loans were available to a maximum of 20 students who agreed to teach in a public K-12 school located in a disadvantaged geographic area of the state. This program, now in phase out, is currently available only to renewal applicants. Figure 45 shows the institutions in which these prospective teachers were enrolled in 1996-97. Approximately 25% of these students were enrolled in independent institutions.

Figure 45: Teacher Loan Program for Disadvantaged Areas (Total of 8 recipients in 1996-97)

Institution	Number of Students	Institution	Number of Students
Lincoln Memorial University	1	Middle Tennessee State University	2
Maryville College	1	Tennessee Technological University	4

Tennessee Teaching Scholars Program - This program was established by the Tennessee General Assembly in 1995 to encourage exemplary students to enter the teaching force. Participation in this program is limited to college juniors, seniors, and post-baccalaureate students admitted to a state approved teacher education program in Tennessee. Recipients of these awards incur an obligation to teach one year in a Tennessee public school for each year the award is received, or repay the loan with substantial interest. In its first year, the program awarded \$166,500 to 61 students. Figure 46 shows the institutions in

which these prospective teachers were enrolled for the 1996-97 academic year. Approximately 26% of these students were enrolled in independent institutions.

Figure 46: Tennessee Teaching Scholars Program (Total of 61 recipients in 1996-97)

	Number of		Number of
Institution	Students	Institution	Students
Austin Peay State University	2	Tennessee State University	2
Belmont University	2	Tennessee Technological University	2
Bethel College	1	Tennessee Wesleyan College	2
Crichton College	1	Tusculum College	3
East Tennessee State University	3	Union University	3
King College	1	University of Memphis	9
Lincoln Memorial University	2	University of Tennessee, Chattanooga	2
Middle Tennessee State University	2	University of Tennessee, Knoxville	22
Rhodes College	1	University of Tennessee, Martin	1

<u>Contract Education Program</u> - Tennessee contracts with independent colleges and universities within the state to provide spaces for Tennessee residents in programs that are needed by the state and which are not available in public institutions. Some of these spaces are provided through the Southern Regional Education Board's Regional Contract-for-Services Program and others are contracted directly with institutions. Figure 47 shows the trends for the schools in Tennessee that participate in the Contract Education Program, the numbers of positions contracted for, and the total amount of contracted services. The total number of positions has declined from 191 in 1994-95 to 171 in 1997-98. This decline has been due to across the board cuts in these programs as a result of reduced state appropriations. Since 1991-92, funding for this program has declined.

Figure 47: Contract Education Program

	1994-95		199	5-96	199	6-97	1997-98	
Independent	No. of	Total						
Institution	Student	Amount	Student	Amount	Student	Amount	Student	Amount
	s		s		s		s	
John A. Gupton College	20	\$36,620	20	\$36,620	20	\$36,620	20	\$35,012
Maryville College	2	\$4,520	2	\$8,736	2	\$9,434	2	\$9,020
Meharry Medical College	88	\$1,507,474	83	\$1,457,772	83	\$1,471,012	82	\$1,441,223
So. College of Optometry	73	\$503,700	69	\$493,350	65	\$481,000	60	\$459,876
Vanderbilt University	8	\$51,752	8	\$52,706	8	\$53,690	8	\$58,270
Totals	191	\$2,104,066	182	\$2,049,184	178	\$2,051,756	171	\$2,003,401

Appendices

- A Fall Enrollment
- B Enrollment Trends
- C Graduate and Professional School Enrollment
- D Persistence-to-Graduation by Institution
- E Degrees and Awards: Public Universities
- F Degrees and Awards: Public Two-Year Institutions
- G Awards: Technology Centers
- H Transfers into Public Universities
- I Transfers into Public Two-Year Institutions
- J Enrollment of African-American Students in Public Institutions
- K ACT COMP and College Base Scores
- L Admissions Data
- M Average Entering ACT Scores
- N Numbers and Percentages of Students in Developmental Courses
- O Recent High-School Graduates in Developmental Courses
- P Licensure Scores in Public Universities
- Q Accreditation (by institution and discipline): Universities
- R Accreditation (by institution and discipline): Two-Year Institutions
- S Job Placement Rates at Public Two-Year Institutions & Technology Centers
- T Enrolled Student Survey Results by Category at Public Institutions
- U Key Financial Ratios, Independent Institutions
- V Declared Enrollment Capacity Data, Independent Institutions

Appendix A

Fall 1997 Enrollments

Public Universities	Undergraduate	Graduate & Prof.	Total
Austin Peay State University	7,201	602	7,803
East Tennessee State University	9,276	2,320	11,596
Middle Tennessee State University	16,318	2,048	18,366
Tennessee State University	6,929	1,696	8,625
Tennessee Technological University	7,143	1,119	8,262
University of Memphis	14,777	5,074	19,851
University of Tennessee, Chattanooga	7,240	1,288	8,528
University of Tennessee, Knoxville	19,073	6,337	25,410
University of Tennessee, Martin	5,601	396	5,997
University of Tennessee, Memphis	305	1,745	2,050
Subtotal	93,863	22,625	116,488
Public Two-Year Institutions			
Chattanooga State Technical Community College	8,434		8,434
Cleveland State Community College	3,484		3,484
Columbia State Community College	4,165		4,165
Dyersburg State Community College	2,349		2,349
Jackson State Community College	3,633		3,633
Motlow State Community College	3,389		3,389
Northeast State Technical Community College	3,800		3,800
Nashville State Technical Institute	6,901		6,901
Pellissippi State Technical Community College	8,170		8,170
Roane State Community College	5,587		5,587
Shelby State Community College	5,058		5,058
State Technical Institute at Memphis	9,049		9,049
Volunteer State Community College	6,835		6,835
Walters State Community College	6,185		6,185
Subtotal	77,039		77,039
Grand Total	170,902	22,625	193,527

Fall 1997 Enrollments (continued)

Independent Institutions	Graduate & Prof.	Total	
Aquinas College	385	0	385
Belmont University	2,533	453	2,986
Bethel College	497	76	573
Bryan College	500	0	500
Carson-Newman College	2,063	245	2,308
Christian Brothers University	1,583	286	1,869
Crichton College	762	0	762
Cumberland University	966	184	1,150
David Lipscomb University	2,447	99	2,546
Fisk University	700	65	765
Free Will Baptist College	342	0	342
Freed-Hardeman University	1,277	326	1,603
Hiwassee College	379	0	379
John A. Gupton College	87	0	87
Johnson Bible College	418	96	514
King College	546	0	546
Lambuth University	1,017	0	1,017
Lane College	673	0	673
Lee College	2,827	43	2,870
LeMoyne-Owen College	976	3	979
Lincoln Memorial University	1,237	574	1,811
Martin Methodist College	540	0	540
Maryville College	955	0	955
Meharry Medical College	151	729	880
Memphis College of Art	224	36	260
Milligan College	842	69	911
Rhodes College	1,418	14	1,432
Southern College of Optometry	0	481	481
Southern Adventist University	1,667	28	1,695
Tennessee Wesleyan College	756	0	756
Trevecca Nazarene College	1,049	467	1,516
Tusculum College	1,137	389	1,526
Union University	1,779	152	1,931
University of the South	1,294	81	1,375
Vanderbilt University	5,927	4,364	10,291
Grand Total	39,954	9,260	49,214

Appendix B

Total Headcount Enrollment Ten-Year Trend

Year	Public Institutions	% of Total	Independent % of Institutions Total		Total Enrollment
1988	155,053	78.20%	43,219	21.80%	198,272
1989	166,549	79.09%	44,045	20.91%	210,594
1990	174,416	79.57%	44,795	20.43%	219,211
1991	183,386	80.22%	45,215	19.78%	228,601
1992	191,548	80.91%	45,202	19.09%	236,750
1993	193,342	80.65%	46,392	19.35%	239,734
1994	190,838	79.99%	47,727	20.01%	238,565
1995	192,259	79.82%	48,597	20.18%	240,856
1996	194,114	79.91%	48,804	20.09%	242,918
1997	193,527	79.73%	49,214	20.27%	242,741

Headcount Enrollment of Tennessee Residents Five Year Trend

Year	Public Institutions	% of Total	Independent % of Institutions Total		Total Enrollment
1993	174,316	88.07%	23,613	11.93%	197,929
1994	172,035	87.79%	23,936	12.21%	195,971
1995	174,099	87.74%	24,326	12.26%	198,425
1996	175,540	87.30%	25,536	12.70%	201,076
1997	175,466	88.20%	23,467	11.80%	198,933

Graduate and Professional School Enrollment in Public Universities

Appendix C

									% Change
Area:	1990	1991	1992	1993	1994	1995	1996	1997	1990-1997
Business	2,036	2,180	2,181	2,304	2,380	2,429	2,496	2,578	26.62%
Education	4,191	4,101	4,315	4,627	4,677	4,835	4,991	5,172	23.41%
Commutan Colones & Francisco	4 755	4 700	4.055	4.070	4.054	4.074	4.500	4 400	45 500/
Computer Science & Engineering	1,755	1,782	1,855	1,879	1,854	1,671	1,569	1,483	-15.50%
Allied Health and Medical Fields	2,198	2,362	2,586	2,730	2,777	2,795	2,822	2,960	34.67%
Law	901	879	870	897	916	945	923	995	10.43%
									1011010
Mathematics & Science	1,231	1,267	1,314	1,392	1,463	1,445	1,396	1,442	17.14%
All Others	7,145	7,365	7,862	8,343	8,405	8,394	8,673	7,995	11.90%
		·		·	·		·		
Totals	19,457	19,936	20,983	22,172	22,472	22,514	22,870	22,625	16.28%

Appendix D

Persistence to Graduation at Public Institutions

		1990-1996			1991-1997		
Universities	Black	White	Total ¹	Black	White	Total ¹	
Austin Peay State University	29.46%	43.06%	40.41%	30.12%	36.89%	34.83%	
East Tennessee State University	42.42%	41.85%	41.59%	38.64%	40.26%	39.32%	
Middle Tennessee State University	24.37%	42.98%	40.62%	31.89%	38.63%	37.56%	
Tennessee State University	33.16%	25.35%	32.69%	36.41%	32.56%	35.58%	
Tennessee Technological University	29.82%	48.61%	47.61%	34.62%	47.96%	47.54%	
University of Memphis	30.71%	36.71%	35.31%	24.28%	38.72%	35.62%	
University of Tennessee, Chattanooga	40.00%	44.26%	44.49%	39.82%	45.34%	44.61%	
University of Tennessee, Knoxville	44.64%	59.64%	58.38%	47.69%	60.32%	59.13%	
University of Tennessee, Martin	42.29%	44.23%	43.89%	33.91%	43.10%	41.15%	
Overall Averages	34.68%	47.61%	45.42%	34.59%	46.34%	44.19%	

¹ Totals also include students of other races than White or African-American.

	1990-1996			1991-1997			
Two-Year Institutions	Black	White	Total ¹	Black	White	Total ¹	
Chattanooga State Technical Community College	12.00%	26.51%	24.65%	7.84%	21.06%	19.22%	
Cleveland State Community College	4.55%	29.80%	28.39%	3.70%	29.44%	27.98%	
Columbia State Community College	21.05%	33.99%	32.81%	12.90%	32.45%	31.42%	
Dyersburg State Community College	24.44%	27.68%	26.88%	3.64%	24.83%	22.07%	
Jackson State Community College	14.29%	37.09%	32.31%	10.68%	29.23%	25.11%	
Motlow State Community College	21.62%	33.03%	31.77%	25.81%	29.01%	28.68%	
Northeast State Technical Community College	12.50%	28.39%	37.06%	0.00%	25.81%	25.26%	
Nashville State Technical Institute	13.28%	28.52%	24.64%	8.53%	25.21%	19.95%	
Pellissippi State Technical Community College	7.02%	23.27%	22.15%	11.11%	21.06%	20.72%	
Roane State Community College	6.67%	26.43%	25.80%	25.00%	28.80%	28.44%	
Shelby State Community College	14.84%	19.25%	17.03%	10.48%	18.25%	12.79%	
State Technical Institute at Memphis	18.72%	18.68%	19.19%	14.01%	18.12%	16.72%	
Volunteer State Community College	6.25%	22.85%	21.47%	6.25%	19.71%	18.79%	
Walters State Community College	18.52%	30.84%	30.20%	11.90%	28.54%	27.74%	
Overall Averages	15.34%	27.43%	25.86%	11.13%	24.86%	22.33%	

¹ Totals also include students of other races than White or African-American.

Appendix E

Degrees & Awards: Public Universities 1996-1997

Discipline	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Agriculture			550		59		13	622
Architecture & Related Programs			45		23			68
Area/Ethnic/Cultural Studies			40					40
Marketing Oper./Market & Distribution			44					44
Communications			632		63		7	702
Computer & Information Sciences			164		66		4	234
Education			560		1,590	133	156	2,439
Engineering			1,085		349		61	1,495
Foreign Languages & Literature			99		16		2	117
Home Economics			416		53		26	495
Technology Education/Industrial Arts		40						40
Law & Legal Studies	22		6	265				293
English Language & Literature			458		116		8	582
Liberal Arts & Sciences/Gen. Studies		77	148					225
Library (Information) Science					46			46
Biological Science/Life Sciences			582		116		48	746
Mathematics			118		78		13	209
Multi/Interdisciplinary Studies			1,117		11			1,128
Parks, Recreation, Leisure, Fitness			409		153		4	566
Philosophy, Religion, Theology			36		17		4	57
Physical Science			205		50		35	290
Psychology			792		171		51	1,014
Protective Services/Public Affairs		52	744		272		1	1,069
Social Sciences			1,027		135		25	1,187
Trade & Industrial			104					104
Visual & Performing Arts			630		109		2	741
Health Professions & Related Services	37	257	1,308	429	353		15	2,399
Bus. Mgmt. & Administrative Serv.	9	27	2,400		820		36	3,292
TOTAL	68	453	13,719	694	4,666	133	511	20,244

Degrees & Awards: Public Two-Year Institutions 1996-97

Appendix F

Discipline	Certificate	Associate	Total
Agriculture		24	24
Marketing Oper./Market & Distribution	6	12	18
Computer & Information Sciences		62	62
Engineering	15	332	347
Home Economics	43	19	62
Technology Education/Industrial Arts		97	97
Law & Legal Studies		86	86
English Language & Literature		4	4
Liberal Arts & Sciences/Gen. Studies	35	2,075	2,110
Personal & Social Development	16		
Physical Science	4	68	72
Protective Services/Public Affairs	170	96	266
Trade & Industrial	111	157	268
Visual & Performing Arts	15	99	114
Health Professions & Related Services	479	1,280	1,759
Bus. Mgmt. & Administrative Serv.	267	1,080	1,347
TOTAL	1,161	5,491	6,652

Appendix G

Awards: Tennessee Technology Centers 1996-97

Discipline	Certificate	Diploma	Other	Total
Agriculture	3	0	0	3
Business	412	297	3,578	4,287
Consumer, Personal & Misc. Services	61	113	30	204
Engineering	0	0	107	107
Health	308	925	522	1,755
Home Economics	11	28	165	204
Personal & Social Development	0	0	312	312
Public Affairs & Protective Services	0	0	1,646	1,646
Trades & Industrial	1,054	1,013	5,294	7,361
Visual & Performing Arts	0	6	0	6
TOTAL	1,849	2,382	11,654	15,885

Appendix H

Transfers Into Public Universities Fall 1997

Receiving Institutions ---->

Originating Institutions	APSU	ETSU	MTSU	TSU	TTU	UM	UTC	UTK	UTM	UTMHSC	Totals
CSTCC	8	8	27	4	33	5	246	21	2	3	357
CLSCC	2	8	13	2	31	2	58	13	1		130
coscc	5	3	155	11	24	16	7	7	19		247
DSCC	6		8	2	1	31	1	1	103	2	155
JSCC	7	1	32		8	35	1	5	111	1	201
MSCC	1	10	146		49	4	17	11	4		242
NSTCC		202	8		5						215
NSTI	23	2	97	83	20	4		16			245
PSTCC		47	34	6	22	5	9	227	2		352
RSCC		28	25		137	5	8	71			274
SSCC		1	3	25		365	3	2	14	2	415
STIM	1		6	2	1	308	1	2	20	7	348
VSCC	36	4	128	85	120	6	2	26	11		418
WSCC	1	149	11		13	2	5	70			251
From All 2-yr	90	463	693	220	464	788	358	472	287	15	3,850
From Other Public Univ.	54	84	265	74	103	158	107	203	59	40	1,147
From Indep. Coll. & Univ.	29	55	166	39	39	155	56	97	40	11	687
From Out-of State Inst.	737	335	613	228	126	616	249	415	109	27	3,455
Total Trans.	910	937	1,737	561	732	1,717	770	1,187	495	93	9,139

Appendix I

Transfers Into Public Two-Year Institutions Fall 1997

Receiving Institutions ---->

	1100011	ing mon	tutions				1					l			l í
Originatin g Institution s	сѕтсс	CLSCC	coscc	DSCC	JSCC	мѕсс	NSTCC	NSTI	PSTCC	RSCC	sscc	STIM	vscc	wscc	Totals
APSU	2	1	8	2	3	2	3	13	2		2	3	26		67
ETSU	9					1	129		28	17		3	2	32	221
MTSU	31		85	5	7	39	2	62	13	8	1	4	104	4	365
TSU	12	2	11		6	1	1	34			5	11	49		132
πυ	10	3	15		4	24	1	7	13	47		6	76	6	212
UM	1		8	16	11		1	3	5	2	59	344	3	2	455
итс	190	4	1		1	4		2	7	3		1	3	2	218
UTK	33	3	24	1	2	5	9	11	179	41	2	19	27	24	380
UTM			33	40	36	2		8	3	1	8	22	12		165
UTMHSC			1												1
From All Univ.	288	13	186	64	70	78	146	140	250	119	77	413	0	70	1,914
From Other Public 2-Yr.	102	40	84	38	44	18	18	67	171	122	94	199	424	42	1,463
From Indep. Coll. & Univ.	67	31	55	17	56	8	9	43	63	31	31	78	68	39	596
From Out-of State Inst.	333	63	187	61	68	52	101	137	195	96	104	495	305	101	2,298
Total Trans.	790	147	512	180	238	156	274	387	679	368	306	1,185	797	252	6,271

Enrollment of African-American Students in Tennessee Public Institutions 1990 through 1997, Fall Headcount Enrollments

Appendix J

							%		%		%		
	1990	1991	1992	1993	1994	1995	Change 1994- 1995	1996	Change 1995-96		Change 1996- 1997	% Change 1990- 1997	
Universities :													
APSU	1,103	1,482	1,546	1,540	1,385	1,370	- 1.1%	1,435	4.7%	1,331	- 7.2%	20.7%	
ETSU	373	425	446	457	496	492	- 0.8%	501	1.8%	517	3.2%	38.6%	
MTSU	1,320	1,441	1,636	1,843	1,711	1,769	3.4%	1,817	2.7%	1,886	3.8%	42.9%	
TSU	4,588	4,598	4,778	4,894	5,208	5,563	6.8%	5,904	6.1%	6,139	4.0%	33.8%	
TTU	278	276	287	295	263	218	- 17.1%	225	3.2%	234	4.0%	- 15.8%	
UM	3,766	3,719	3,957	4,099	4,207	4,431	5.3%	4,606	3.9%	5,157	12.0%	36.9%	
UTC	742	774	830	841	930	1,070	15.1%	1,084	1.3%	1,216	12.2%	63.9%	
UTK	1,341	1,370	1,434	1,373	1,334	1,274	- 4.5%	1,228	- 3.6%	1,295	5.5%	- 3.4%	
UTM	770	811	886	865	837	820	- 2.0%	798	- 2.7%	817	2.4%	6.1%	
UTMHSC	165	195	203	222	221	215	- 2.7%	239	11.2%	216	- 9.6%	30.9%	
Total Univ.	14,446	15,091	16,003	16,429	16,592	17,222	3.8%	17,837	3.6%	18,808	5.4%	30.2%	
2-Year:													
CSTCC	843	886	1,029	987	1,066	1,042	- 2.3%	1,252	20.2%	1,153	- 7.9%	36.8%	
CLSCC	148	150	230	167	166	180	8.4%	161	- 10.6%	160	- 0.6%	8.1%	
coscc	222	240	288	273	247	276	11.7%	316	14.5%	303	- 4.1%	36.5%	
DSCC	239	272	204	258	292	284	- 2.7%	343	20.8%	350	2.0%	46.4%	
JSCC	443	480	515	521	523	530	1.3%	586	10.6%	607	3.6%	37.0%	
MSCC	153	167	177	177	185	183	- 1.1%	187	2.2%	191	2.1%	24.8%	
NSTCC	32	55	44	67	81	72	- 11.1%	76	5.6%	89	17.1%	178.1%	
NSTI	893	910	925	924	1,059	1,062	0.3%	1,221	15.0%	1,375	12.6%	54.0%	
PSTCC	264	356	388	375	410	321	- 21.7%	437	36.1%	484	10.8%	83.3%	
RSCC	141	124	170	159	155	133	- 14.2%	126	- 5.3%	136	7.9%	- 3.5%	
SSCC	2,599	3,476	3,829	4,128	4,026	4,057	0.8%	3,863	- 4.8%	3,403	- 11.9%	30.9%	
STIM	2,644	3,245	3,357	3,363	3,358	3,088	- 8.0%	3,118	1.0%	2,851	- 8.6%	7.8%	
VSCC	236	249	348	372	410	453	10.5%	491	8.4%	551	12.2%	133.5%	
WSCC	138	168	180	224	193	181	- 6.2%	194	7.2%	229	18.0%	65.9%	
Total 2- Year	8,995	10,778	11,684	11,995	12,171	11,862	- 2.5%	12,371	4.3%	11,882	- 4.0%	32.1%	
Grand Total	23,441	25,869	27,687	28,424	28,763	29,084	1.1%	30,208	5.0%	30,690	5.5%	30.9%	

Appendix K

ACT COMP Examination Scores

	199	95	199	96	199	97
Institution	Average N		Average	N	Average	N
APSU	185.2	722	182.3	748	182.5	822
MTSU	184.0	1,887	183.4	1,836	183.3	2,073
TSU	173.8	807	174.2	751	172.9	914
UTM	180.9	931	178.7	450*	179.6	1,025
Total	181.6	4,347	180.8	3,785	180.4	4,834

^{*} Number tested in 1995 includes 237 who normally would have been included in the 1996 test group.

College Base Scores

	199	95	199	96	199	1997		
Institution	Average N		age N Average N		Average	N		
ETSU	294	1,215	295	1,218	294	1,168		
TTU	317	1,060	317	1,067	317	1,051		
UM	309	1,734	307	1,825	310	1,599		
UTC	312	1,041	311	1,079	308	1,082		
UTK	336	516	333	518	328	539		
Total	310.3	5,566	309.4	5,707	309.3	5,439		

Appendix L

Admissions Data for Public Universities Fall 1997

	Number Applied	Number Accepted	Number Enrolled	Percent Accepted	No. Admitted via Alternative Admissions	% Admitted via Alt. Admissions (of No. Accepted)	% Admitted via Alt. Admissions (of No. Enrolled)
APSU	2,394	1,774	975	74.1%	53	3.0%	5.4%
ETSU	3,653	3,014	1,565	82.5%	136	4.5%	8.7%
MTSU	5,851	4,347	2,558	74.3%	149	3.4%	5.8%
TSU	5,676	2,818	1,165	49.6%	80	2.8%	6.9%
TTU	2,377	2,162	1,128	91.0%	189	8.7%	16.8%
UM	4,251	3,183	1,751	74.9%	51	1.6%	2.9%
UTC	2,543	1,387	1,166	54.5%	98	7.1%	8.4%
UTK	8,932	6,748	3,890	75.5%	286	4.2%	7.4%
UTM	2,141	1,927	1,172	90.0%	155	8.0%	13.2%
Totals	37,818	27,360	15,370	72.3%	1,197	4.4%	7.8%

Appendix M

Average Entering ACT Scores at Public Institutions Fall 1997

Universities:	Average ACT Score
Austin Peay State University	20.8
East Tennessee State University	21.7
Middle Tennessee State University	21.9
Tennessee State University	19.4
Tennessee Technological University	22.2
University of Memphis	22.2
University of Tennessee, Chattanooga	22.0
University of Tennessee, Knoxville	23.8
University of Tennessee, Martin	21.2
Two-Year Institutions:	
Chattanooga State Technical Community College	18.1
Cleveland State Community College	18.7
Columbia State Community College	19.1
Dyersburg State Community College	17.9
Jackson State Community College	18.4
Motlow State Community College	18.6
Northeast State Technical Community College	17.9
Nashville State Technical Institute	17.0
Pellissippi State Technical Community College	19.0
Roane State Community College	18.6
Shelby State Community College	15.6
State Technical Institute at Memphis	16.8
Volunteer State Community College	18.2
Walters State Community College	18.4

Appendix N

Percentages of First-Time Freshmen in Remedial or Developmental Courses¹ in Public Institutions

Fall 1995 through Fall 1997

	Freshr	nan Enrollr	ment		king any R& Course	&D		aking only 1 Course			% Taking more than 1 Course		
Universities	1995	1996	1997	1995	1996	1997	1995	1996	1997	1995	1996	1997	
APSU	928	1,012	897	49.1	47.5	48.6	28.7	28.8	27.8	20.5	18.8	20.8	
ETSU	1,538	1,560	1,486	44.8	46.4	43.5	26.5	31.2	26.9	18.3	15.3	16.7	
MTSU	2,157	2,295	2,558	45.4	42.1	38.6	26.6	27.1	26.0	18.8	15.0	12.6	
TSU	1,087	1,095	1,145	52.9	54.0	52.1	20.1	24.7	23.5	32.8	29.3	28.6	
ΠU	1,133	1,133	1,100	36.2	33.9	37.3	24.0	21.7	22.5	12.2	12.2	14.7	
UM	1,893	1,642	1,693	36.5	36.2	32.1	23.0	23.1	23.1	13.5	13.2	9.0	
UTC	1,095	1,027	1,166	34.8	37.4	37.5	30.8	31.2	33.2	4.0	6.2	4.3	
UTK	3,412	3,621	3,795	0.0	3.9	3.1	0.0	3.9	3.1	0.0	0.0	0.0	
UTM	1,141	979	1,190	40.1	38.6	35.5	30.8	31.6	27.6	9.3	7.0	7.9	
University Total	14,384	14,364	15,030	32.2	32.3	30.6	19.9	21.3	20.3	12.3	11.0	10.3	
Two-Year Institutions													
CLSCC	527	583	554	70.8	66.9	65.2	29.6	34.3	33.9	41.2	32.6	31.2	
COSCC	754	767	844	67.6	70.0	71.9	28.6	34.0	34.8	39.0	36.0	37.1	
CSTCC	1,089	1,262	1,231	82.5	80.3	78.6	27.5	23.5	26.4	55.0	56.9	52.2	
DSCC	433	474	502	80.8	78.3	77.5	32.8	35.4	33.7	48.0	42.8	43.8	
JSCC	505	502	571	74.5	74.7	67.3	29.9	36.3	28.9	44.6	38.4	38.4	
MSCC	652	750	792	73.8	75.5	73.6	35.1	34.7	36.1	38.7	40.8	37.5	
NSTI	538	539	670	84.8	84.6	72.2	24.3	25.4	33.6	60.4	59.2	38.7	
NSTCC	683	746	687	75.0	74.3	85.7	31.2	32.6	27.9	43.8	41.7	57.8	
PSTCC	1,200	1,303	1,367	73.3	71.7	70.3	30.6	27.6	24.9	42.8	44.1	45.4	
RSCC	807	846	883	76.0	73.8	72.3	39.5	34.2	31.8	36.4	39.6	40.4	
SSCC	966	912	830	83.1	84.4	83.4	22.8	31.7	26.7	60.4	52.7	56.6	
STIM	1,012	984	914	84.0	84.9	81.5	29.0	35.1	28.1	55.0	49.8	53.4	
VSCC	1,050	1,156	1,160	67.2	63.7	61.8	25.9	25.2	25.0	41.3	38.5	36.8	
WSCC	917	885	888	81.0	82.0	83.1	22.6	24.0	24.5	58.5	58.1	58.6	
Two-Year Total	11,133	11,709	11,893	76.8	75.9	74.5	28.9	30.2	29.0	47.9	45.7	45.4	
All Institutions	25,517	26,073	26,923	51.7	51.9	50.0	23.8	25.3	24.2	27.9	26.6	25.8	

¹ All full-time and part-time freshmen of all ages newly enrolled in Fall semester

Fall 1997 First-time Freshmen, 18 years of age and younger (1997 High School Graduates)
Need for Remedial and/or Developmental Coursework

Appendix O

	Total 18 yr.	No R&D (Courses	Any R&D	Course	Develop On		Remedi	al Only	Mix of	R&D
	old Freshmen	Number	Percent	Number	Percent	Number	•	Number	Percent	Number	Percent
UNIVERSITIES:											
APSU	446	289	64.80%	157	35.20%	138	30.94%	12	2.69%	7	1.57%
ETSU	954	651	68.24%	303	31.76%	245	25.68%	15	1.57%	43	4.51%
MTSU	1,623	1,116	68.76%	507	31.24%	455	28.03%	15	0.92%	37	2.28%
TSU	819	452	55.19%	367	44.81%	267	32.60%	21	2.56%	79	9.65%
πυ	701	476	67.90%	225	32.10%	153	21.83%	24	3.42%	48	6.85%
UM	1,101	784	71.21%	317	28.79%	284	25.79%	21	1.91%	12	1.09%
итс	796	505	63.44%	291	36.56%	291	36.56%	0	0.00%	0	0.00%
UTK	2,548	2,472	97.02%	76	2.98%	76	2.98%	0	0.00%	0	0.00%
UTM	783	542	69.22%	241	30.78%	241	30.78%	0	0.00%	0	0.00%
Univ. Totals	9,771	7,287	74.58%	2,484	25.42%	2,150	22.00%	108	1.11%	226	2.31%
TWO-YEAR:											
CLSCC	274	131	47.81%	143	52.19%	101	36.86%	13	4.74%	29	10.58%
coscc	409	172	42.05%	237	57.95%	175	42.79%	14	3.42%	48	11.74%
CSTCC	521	164	31.48%	357	68.52%	197	37.81%	17	3.26%	143	27.45%
DSCC	231	83	35.93%	148	64.07%	92	39.83%	21	9.09%	35	15.15%
JSCC	300	137	45.67%	163	54.33%	102	34.00%	8	2.67%	53	17.67%
MSCC	374	163	43.58%	211	56.42%	172	45.99%	10	2.67%	29	7.75%
NSTCC	249	91	36.55%	158	63.45%	101	40.56%	15	6.02%	42	16.87%
NSTI	181	43	23.76%	138	76.24%	70	38.67%	8	4.42%	60	33.15%
PSTCC	579	242	41.80%	337	58.20%	216	37.31%	31	5.35%	90	15.54%
RSCC	394	182	46.19%	212	53.81%	114	28.93%	27	6.85%	71	18.02%
SSCC	317	38	11.99%	279	88.01%	122	38.49%	38	11.99%	119	37.54%
STIM	337	85	25.22%	252	74.78%	111	32.94%	40	11.87%	101	29.97%
VSCC	463	224	48.38%	239	51.62%	139	30.02%	21	4.54%	79	17.06%
WSCC	391	125	31.97%	266	68.03%	118	30.18%	33	8.44%	115	29.41%
Two-Year Totals	5,020	1,880	37.45%	3,140	62.55%	1,830	36.45%	296	5.90%	1,014	20.20%
Grand Totals	14,791	9,167	61.98%	5,624	38.02%	3,980	26.91%	404	2.73%	1,240	8.38%

Licensure Scores in Public Universities

Appendix P

Institution	Test	1995	Number	1996	Number	1997	Number
APSU	Nursing (BSN)	97.2%	71	93.3%	60	99.0%	74
ETSU	Nursing (AD)	86.4%	66	81.0%	84	95.2%	21
	Nursing (BSN)	87.2%	133	85.0%	107	82.6%	121
	Medical (Step I)	86.7%	60	91.0%	57	95.0%	59
	Medical (Step II)	80.8%	52	95.0%	55	98.0%	55
	Medical (Step III)			80.0%	44	98.0%	57
MTSU	Medical Technology	100.0%	6	100.0%	8	100.0%	8
	Nursing	90.4%	73	98.4%	63	93.6%	59
TSU	Engineering	15.9%	69	33.0%	12	42.0%	67
	Nursing (AD)	84.1%	151	89.0%	117	82.0%	111
	Nursing (BSN)	83.3%	54	94.0%	34	97.0%	31
	Dental Hygiene	96.6%	29	91.0%	23	93.0%	29
	Medical Technology	83.0%	6	100.0%	6	88.0%	9
TTU	Engineering	76.5%	251	74.7%	275	84.5%	265
	Nursing (BSN)	93.0%	43	100.0%	41	100.0%	36
UM	Engineering	84.9%	53	66.0%	59	76.0%	59
	Law *	81.3%	107	89.0%	119		
	Nursing (BSN)					77.0%	84
UTC	Engineering	62.8%	86	59.0%	61	64.7%	68
	Nursing (BSN)	90.7%	97	91.7%	60	88.2%	51
	Physical Therapy	100.0%	30	90.0%	30	96.6%	30
UTK	Engineering	70.2%	151	70.8%	89	86.3%	153
	Nursing (BSN)	89.7%	97	89.1%	89	92.1%	77
	Law *	87.7%	131	83.2%	143		
	Veterinary Medicine	96.4%		98.1%	52	95.4%	65
UTM	Engineering					100.0%	3
	Nursing (BSN)	100.0%	32	100.0%	28	100.0%	28
UTMHC	Nursing (BSN)	96.0%	47	87.0%	34	77.4%	31
	Dentistry	95.4%	77	95.3%	64	99.0%	81
	Pharmacy	100.0%	65	98.5%	65	98.5%	68
	Medical (Step I)	94.1%	153	93.8%	162	94.4%	164
	Medical (Step II)	97.0%	151	92.2%	153	97.0%	151
	Medical (Step III)	97.1%	138	97.0%	133	97.0%	133
	Dental Hygiene	97.0%	30	100.0%	23	97.0%	33
	Medical Technology	86.0%	22	92.0%	13	82.0%	17
	Physical Therapy	98.3%	59	98.3%	59	98.2%	58

^{*} Due to changes in testing agency procedures, complete scores for 1997 are not available.

Appendix Q

Accredited Programs in Tennessee's Public Universities

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs).

The right column is the number which are accredited.

	AP	SU	ET	SU	МТ	SU	T	SU	Т	ΓU	U	М	UT	С	U	TK	U	ТМ	UTM	HSC	Α	II
Allied Health	1	1	2	2			5	5	1	1			1	1	1	1			5	4	16	15
Architecture															1	1					1	1
Art & Design	1	1	2	2	1	0	1	1	1	0	4	4	1	1	4	4					15	13
Biological Sciences			2	2																	2	2
Business	1	0	7	7	14	14	5	5	6	6	14	14	3	3	12	12	7	7			69	68
Chemistry	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1			9	8
Dentistry			2	2			1	1											4	4	7	7
Engineering & Technology			1	1	2	1	5	4	7	7	7	7	1	1	10	10					33	31
Forestry															1	1					1	1
Home Economics			2	2	3	3	1	1	1	0					3	3	1	1			11	10
Interior Design					1	0									1	1					2	1
Journalism/Mass Communications			1	1	1	1					2	2			4	4	1	1			9	9
Law											1	1			1	1					2	2
Library (Information) Science															1	1					1	1
Medicine			1	1															1	1	2	2
Music	1	1	1	1	2	2	1	1			4	4	2	2	2	2	2	2			15	15
Nursing	1	1	2	2	1	1	2	2	1	1	1	1	2	2	2	2	1	1	2	2	15	15
Parks & Recreation					1	1															1	1
Pharmacy																			1	1	1	1
Psychology											2	2			1	1					3	3
Public Affairs & Admin.							1	1			1	1									2	2
Public Health & Health Admin.			1	0																	1	0
Rehabilitation Counseling															1	1					1	1
Social Work	1	1	1	1	1	1	1	1			1	1	1	1	2	2	1	1			9	9
Speech/Language/Hearing			1	1			1	1			1	1			2	2					5	5
Teacher Education	12	12	17	17	20	20	14	14	14	13	15	14	10	10	27	27	16	16			145	143
Veterinary Medicine															1	1					1	1
Totals	19	18	44	43	48	45	39	37	32	29	54	53	22	22	78	78	30	30	13	12	379	367

Appendix R

Accredited Programs in Tennessee's Public Two-Year Institutions

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs).

The right column is the number which are accredited.

Discipline	CST	СС	CLS	SCC	cos	SCC	DS	СС	JS	СС	MS	СС	NST	СС	NS	STI	PS1	СС	RS	СС	SS	СС	ST	IM	vs	СС	ws	СС	A	All
Allied Health	6	6	1	1	3	3			5	5			1	1	1	1			9	9	4	4			6	6	1	1	37	37
Dietetics																					1	1							1	1
Engineer. Tech.	2	2			1	1							2	2	8	8	5	5					9	9			1	1	28	28
Legal Education			1	1													1	1					1	1					3	3
Nursing	1	1	1	1	1	1	1	1	1	1	1	1							1	1	1	1					1	1	9	9
Vet. Science					1	1																							1	1
Totals	9	9	3	3	6	6	1	1	6	6	1	1	3	3	9	9	6	6	10	10	6	6	10	10	6	6	3	3	79	79

Appendix S

Job Placement Rates at Public Two-Year Institutions and Technology Centers 1996-97

Two Year Institutions

Institution	Total Placed	Percent Placed
CSTCC	345	88.2%
CLSCC	120	87.6%
COSCC	419	98.1%
DSCC	102	94.4%
JSCC	156	91.2%
MSCC	79	96.3%
NSTCC	254	89.4%
NSTI	254	85.2%
PSTCC	242	92.4%
RSCC	314	88.0%
SSCC	165	89.2%
STIM	437	93.0%
VSCC	269	95.1%
WSCC	421	95.0%
Totals	3,577	91.8%

Technology Centers

Institution	Total Placed	Percent Placed
Athens	89	89.9%
Chattanooga	211	94.2%
Covington	69	98.6%
Crossville	94	90.4%
Crump	95	91.3%
Dickson	131	89.1%
Elizabethton	165	98.5%
Harriman	110	88.7%
Hartsville	57	86.4%
Hohenwald	85	84.2%
Jacksboro	85	94.4%
Jackson	220	91.3%
Knoxville	274	81.8%
Livingston	177	93.7%
McKenzie	55	78.6%
McMinnville	75	77.3%
Memphis	519	91.2%
Morristown	333	95.4%
Murfreesboro	28	87.5%
Nashville	264	97.8%
Newbern	110	98.2%
Oneida	53	93.0%
Paris	127	86.4%
Pulaski	110	98.2%
Ripley	46	100.0%
Shelbyville	173	98.3%
Whiteville	86	78.2%
Totals	3,811	91.2%

Enrolled Student Survey Results

Appendix T

	Category - Mean Scores																	
	Sat	isfaction		Invo	olvement		Perso	nal Deve	lop	L	earning		Major	(Instr &	Adv)	Major (Curriculum)		
Institution	1995	1997	Diff	1995	1997	Diff	1995	1997	Diff	1995	1997	Diff	1995	1997	Diff	1995	1997	Diff
Universities																		
APSU	16.73	17.19	0.5	29.54	29.03	-0.5	21.09	21.36	0.3	26.15	27.02	0.9	20.20	20.32	0.1	25.28	25.45	0.2
ETSU	16.28	16.88	0.6	29.22	29.86	0.6	21.11	21.42	0.3	25.29	25.92	0.6	20.31	20.76	0.5	24.78	25.29	0.5
MTSU	17.93	17.35	-0.6	30.47	30.12	-0.3	22.43	21.51	-0.9	27.17	26.15	-1.0	21.14	20.33	-0.8	27.02	24.92	-2.1
TSU	17.31	17.56	0.3	29.45	30.61	1.2	22.19	22.81	0.6	27.23	28.24	1.0	20.05	20.70	0.6	26.06	26.64	0.6
TTU	18.17	17.78	-0.4	30.66	29.66	-1.0	22.95	22.38	-0.6	27.54	26.83	-0.7	21.99	21.20	-0.8	27.38	26.57	-0.8
UM	16.08	15.89	-0.2	28.88	29.32	0.4	20.64	20.59	-0.1	25.83	26.04	0.2	20.05	19.82	-0.2	23.48	23.81	0.3
UTC	16.78	17.15	0.4	30.00	30.23	0.2	21.72	21.84	0.1	26.45	26.61	0.2	21.69	21.55	-0.1	25.97	26.38	0.4
UTK	16.81	18.07	1.3	28.80	30.93	2.1	21.09	23.06	2.0	25.49	27.74	2.3	19.92	22.27	2.4	23.71	26.75	3.0
UTM	17.65	17.80	0.2	28.95	29.05	0.1	21.72	21.96	0.2	26.27	26.59	0.3	21.19	21.55	0.4	25.90	25.98	0.1
Univ. Norm	17.13	17.36	0.2	29.65	29.92	0.3	21.74	21.95	0.2	26.40	26.73	0.3	20.84	21.04	0.2	25.62	25.81	0.2
Two Year																		
CSTCC	18.16	18.67	0.5	29.13	29.47	0.3	22.10	22.44	0.3	27.68	28.14	0.5	20.63	21.45	0.8	26.67	27.37	0.7
CLSCC	17.81	18.07	0.3	29.80	30.23	0.4	22.56	22.31	-0.3	27.35	27.98	0.6	21.27	21.90	0.6	27.80	27.02	-0.8
COSCC	17.73	17.78	0.1	29.92	28.69	-1.2	22.39	22.25	-0.1	27.40	27.12	-0.3	21.10	21.37	0.3	27.46	26.84	-0.6
DSCC	17.84	17.99	0.1	27.57	28.36	0.8	21.49	22.89	1.4	26.64	28.52	1.9	20.48	21.06	0.6	25.34	27.13	1.8
JSCC	17.79	18.12	0.3	29.24	29.13	-0.1	21.83	21.94	0.1	27.16	27.91	0.8	21.17	20.47	-0.7	26.82	25.58	-1.2
MSCC	18.57	18.89	0.3	29.83	29.88	0.1	21.58	21.39	-0.2	27.78	26.84	-0.9	20.57	20.65	0.1	26.15	24.72	-1.4
NSTCC	18.84	18.59	-0.3	28.46	28.65	0.2	21.90	21.44	-0.5	27.57	27.11	-0.5	21.92	20.96	-1.0	26.67	25.45	-1.2
NSTI	17.73	18.10	0.4	29.22	29.30	0.1	21.88	22.63	0.8	26.26	27.44	1.2	20.59	21.30	0.7	25.98	27.33	1.4
PSTCC	17.26	17.71	0.4	29.26	29.51	0.3	20.81	21.42	0.6	26.31	26.94	0.6	20.00	20.18	0.2	24.67	24.83	0.2
RSCC	18.01	20.70	2.7	28.48	31.98	3.5	21.59	23.89	2.3	27.51	30.34	2.8	18.01	22.11	4.1	24.05	28.84	4.8
SSCC	16.66	17.54	0.9	27.75	28.09	0.3	15.18	21.58	6.4	21.31	27.15	5.8	18.20	19.19	1.0	25.31	25.85	0.5
STIM	17.77	18.94	1.2	26.98	28.70	1.7	21.25	20.74	-0.5	26.35	23.20	-3.2	20.14	21.70	1.6	25.37	26.17	0.8
VSCC	18.16	18.83	0.7	29.21	29.86	0.6	21.47	22.25	0.8	27.11	27.52	0.4	19.82	21.06	1.2	24.78	26.74	2.0
WSCC	18.90	18.76	-0.1	29.68	30.11	0.4	22.79	22.66	-0.1	28.27	28.31	0.0	21.11	21.68	0.6	27.07	27.92	0.9
Two Yr. Norm	18.00	18.38	0.4	29.00	29.44	0.4	21.52	22.13	0.6	26.99	27.61	0.6	20.44	20.96	0.5	25.93	26.48	0.6

Key Financial Ratios - Independent Colleges & Universities

Appendix U

Fiscal Year	Reported Total Current Fund	Tuition and Fees	Private Gifts, Grants and	Reported Current Expenditures	Adjusted Total E&G Expenditures	Reported Total E&G Expenditures	Total Instructional Expenditures		Tuition & Fees Ratio	Gifts & Grants Ratio	Instruc. Cost Ratio
	Revenues	Revenues	Contracts	·	•	•	•				
1986-87	\$751,581,000	\$198,209,000	\$76,820,000	\$740,701,000	\$447,091,000	\$465,776,000	\$138,368,000	1.45%	44.33%	17.18%	30.95%
1987-88	\$840,017,000	\$224,852,000	\$77,456,000	\$840,183,000	\$500,243,000	\$532,268,000	\$148,235,000	-0.02%	44.95%	15.48%	29.63%
1988-89	\$944,232,000	\$252,037,000	\$82,222,000	\$923,517,577	\$555,432,000	\$599,387,000	\$159,592,000	2.19%	45.38%	14.80%	28.73%
1989-90	\$1,033,721,000	\$279,918,000	\$83,236,000	\$1,032,213,000	\$614,992,000	\$663,913,000	\$203,601,833	0.15%	45.52%	13.53%	33.11%
1990-91	\$1,135,906,000	\$308,841,000	\$88,655,000	\$1,115,622,000	\$668,973,000	\$711,983,000	\$220,074,000	1.79%	46.17%	13.25%	32.90%
1991-92	\$1,253,751,665	\$339,944,054	\$98,430,454	\$1,230,636,134	\$747,181,914	\$798,660,589	\$250,861,413	1.84%	45.50%	13.17%	33.57%
1992-93	\$1,306,051,202	\$366,076,199	\$101,200,531	\$1,292,123,350	\$790,065,912	\$798,660,589	\$250,861,413	1.07%	46.33%	12.81%	31.75%
1993-94	\$1,364,971,447	\$394,506,224	\$100,846,452	\$1,367,993,629	\$836,856,815	\$902,760,775	\$273,232,111	-0.22%	47.14%	12.05%	32.65%
1994-95	\$1,438,038,212	\$427,967,742	\$110,865,136	\$1,427,058,586	\$886,734,412	\$935,593,656	\$295,598,790	0.76%	48.26%	12.50%	33.34%
1995-96	\$1,574,407,353	\$454,083,459	\$111,707,657	\$1,466,641,972	\$974,095,959	\$1,030,988,837	\$318,081,666	6.84%	46.62%	11.47%	32.65%

Appendix V

Declared Enrollment Capacity Data for Independent Colleges & Universities, Fall 1997

	Total	Total	FTE	Instructional	Ratio of		Declared	Ratio of	Ratio of	Residence	Residence
Institution	Headcount	FTE	Faculty	Space (Sq.Ft.)	FTE/Faculty	Space/FTE	Capacity	Capacity/Faculty	Space/Capacity	Occupancy	Capacity
Aguinas College	385	268	19	NA	14.11		500	26.32		0	0
Belmont University	2,986	2,422	250	NA	9.69		2,600	10.40		1,075	1,100
Bethel College	573	525	45	34,140	11.67	65.03	600	13.33	56.90	179	282
Bryan College	500	521	40	87,200	13.03	167.37	600	15.00	145.33	376	492
Carson-Newman College	2,308	2,145	154	220,000	13.93	102.56	2,305	14.97	95.44	1,150	1,345
Christian Brothers University	1,869	1,456	125	171,523	11.65	117.80	2,190	17.52	78.32	512	512
Crichton College	762	670	35	17,300	19.14	25.82	700	20.00	24.71	20	26
Cumberland University	1,150	943	76	30,000	12.41	31.81	1,500	19.74	20.00	188	250
David Lipscomb University	2,546	2,322	133	238,667	17.46	102.79	2,600	19.55	91.80	1,205	1,572
Fisk University	765	759	71	29,000	10.69	38.21	1,250	17.61	23.20	516	854
Freed-Hardeman University	1,603	1,490	77	64,202	19.35	43.09	1,800	23.38	35.67	922	1,156
Free Will Baptist College	342	302	24	72,533	12.58	240.18	347	14.46	209.03	242	347
Hiwassee College	379	343	26	29,440	13.19	85.83	700	26.92	42.06	192	420
John A. Gupton College	87	70	3	4,200	23.33	60.00	84	28.00	50.00	13	14
Johnson Bible College	514	448	27	31,212	16.59	69.67	500	18.52	62.42	382	500
King College	546	517	47	150,000	11.00	290.14	675	14.36	222.22	397	450
Lambuth University	1,017	955	61	101,350	15.66	106.13	1,000	16.39	101.35	515	646
Lane College	673	663	41	193,239	16.17	291.46	1,000	24.39	193.24	444	670
Lee College	2,870	2,806	126	275,502	22.27	98.18	2,900	23.02	95.00	1,130	1,206
Lemoyne-Owen College	979	869	57	72,000	15.25	82.85	1,300	22.81	55.38	167	167
Lincoln Memorial University	1,811	1,390	97	208,107	14.33	149.72	1,400	14.43	148.65	408	450
Martin Methodist College	540	439	30	47,000	14.63	107.06	800	26.67	58.75	222	286
Maryville College	955	901	71	42,477	12.69	47.14	1,000	14.08	42.48	638	711
Meharry Medical College	880	868	236	15,000	3.68	17.28	870	3.69	17.24	214	214
Memphis College of Art	260	243	25	67,400	9.72	277.37	350	14.00	192.57	27	27
Milligan College	911	948	80	140,000	11.85	147.68	1,000	12.50	140.00	572	596
Rhodes College	1,432	1,349	121	380,000	11.15	281.69	1,450	11.98	262.07	989	1,037
Southern College of Optometry	1,695	1,504	102	332,253	14.75	220.91	1,950	19.12	170.39	1,116	1,163
Southern Adventist University	481	485	45	35,668	10.78	73.54	488	10.84	73.09	0	0
Tennessee Wesleyan College	756	634	33	55,500	19.21	87.54	720	21.82	77.08	190	336
Trevecca Nazarene University	1,516	1,134	57	163,222	19.89	143.93	1,300	22.81	125.56	489	585
Tusculum College	1,526	1,465	75	112,500	19.53	76.79	1,500	20.00	75.00	279	381
Union University	1,931	1,715	137	67,512	12.52	39.37	1,800	13.14	37.51	965	1,021
University of the South	1,375	1,438	129	374,000	11.15	260.08	1,450	11.24	257.93	1,275	1,320
Vanderbilt University	10,291	9,905	1,817	NA	5.45		9,949	5.48		4,656	4,682
Totals (and averages)	49,214	44,912	4,492	3,862,147	10.00	85.99	51,178	11.39	75.46	21,665	24,818